

How Much Energy Do I Need?

OBJECTIVES:

To compute the number of calories required for basal metabolism and determine the number of calories needed to maintain body weight based upon individual physical activity level.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Calculators, "Methods of Calculating Calories" handout (see Grade 10 Handout Masters).

INFORMATION:

Your basal metabolic rate (BMR) is the basis for your caloric needs. The higher the BMR, the more calories you burn at rest. Your MR is a combination of your BMR and calories expended in normal daily activities. The MR is usually higher in males, the young, the large, the lean and muscular, the excited, and is higher in cold and hot weather, and during exercise.

A moderately active college-age woman needs about 2,000 calories per day, while a moderately active man of the same age needs about 2,800 calories. A female athlete in training might burn 2,600 to 4,500 calories; a male athlete in training may expend 3,500 to 6,000. If weight remains at the optimum, the caloric content of the diet is correct. If weight varies from optimal, the caloric content of the diet may need to be altered.

CLASS ARRANGEMENT:

Large groups.

SKILLS NEEDED:

Multiplication and division.

INSTRUCTIONAL STRATEGIES:

Have students calculate their energy requirements using Method A.

Use alternative method of discovering the same using Method B.

EVALUATION/MODIFICATION:

Explain why the calorie requirements for a 15 year old differ.

Grade

10

LEVEL:

SECONDARY

How Active Am I?

OBJECTIVE:

To compute the total number of calories expended in the last 24 hours.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

"Calorie Expenditure Recall (CER)" handout (see Grade 10 Handout Masters).

INFORMATION:

Variations of the record of extra class fitness activity can be used at all grade levels to help students assess their typical exercise activity patterns and to make needed changes. Complexity and sophistication of the appropriate self-assessment instrument vary with the maturity level of the students. Older students will have more interest in caloric expenditure and weight management, while younger students will enjoy just tracking their activity over time. Records could be completed and analyzed continuously or every two to four weeks as part of an ongoing fitness unit.

CLASS ARRANGEMENT:

Large group.

SKILL NEEDED:

Basic computing skills.

INSTRUCTIONAL STRATEGIES:

Students will fill out the "CER" using in-school and out-of-school sport/fitness participation during the last 24 hours, sleeping, and other activities.

FITNESS RULES

OBJECTIVES:

To understand and apply correct biomechanical and physiological principles (fitness rules) related to exercise and training.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

INFORMATION:

The Overload Principle. The overload principle is the most important principle for all conditioning programs. It relates to the principle of use in that energy systems must be stressed beyond their normal levels of activity if they are to improve. The three major components of the overload principle are intensity, duration, and frequency of exercise. All three may be adjusted in order to impose an overload.

The Principle of Specificity. The principle of specificity indicating you must train a specific energy system is often known as “metabolic specificity,” while training a specific muscle group is known as “neuromuscular specificity.”

The Principle of Recuperation. As noted above, exercise places a stress on the body during active exercise and for a short time afterwards. During your recovery period over the following day or so, your body systems will adapt to this stress and become stronger and more efficient. Thus, a period of rest or recuperation is essential if you wish to benefit from your exercise program. For most individuals a day or two is adequate.

The Principle of Progression. Associated with the overload principle as applied to a physical conditioning program is the principle of progression, often referred to as progressive overload or progressive resistance. In weight training this principle is often know as progressive resistance exercise (PRE).

All too often individuals will initiate exercise programs with great enthusiasm but with little planning, e.g., a New Year’s resolution. Unfortunately, for one reason or another, these programs usually result in a high rate of dropouts after a relatively short period of time. For example, an individual may recall that three years ago he/she was able to run two miles nonstop, so he/she tries this on his/her first couple of exercise sessions, develops severe muscle soreness, and terminates the program.

The Principle of Reversibility. The principle of reversibility is another way of stating the principle of disuse. If one of your energy systems is not utilized, it deteriorates to a level congruent with your level of activity. For example, research has shown that bedridden individuals experience tremendous decreases in the oxygen energy system in relatively short periods of time as do highly conditioned endurance athletes who go through a period of detraining. Thus, in order to maintain a desired level of fitness, you need to continue to provide an exercise overload. Unfortunately, we cannot “bank” fitness.

CLASS ARRANGEMENT:

Large group.

SKILL NEEDED:

Heart rate monitoring.

INSTRUCTIONAL STRATEGIES:

Introduce students to the practical application of the overload principle:

1. Have students take a starting or initial heart rate and record the results on the class cardiovascular tally sheet.
2. Introduce the concept of “Target Heart Rate.” For adolescents aged 12 to 14 years old, working heart rate should be at or slightly above 150 beats per minute (b.p.m.) throughout any exercise developing cardiovascular endurance. Direct students to run or jog at three-quarter speed throughout the course (described below). Attempt to avoid walking to ensure heart rate stays at a fairly high level.
3. Have students go for a one and one-half mile jog, then take and record both working (or finish) heart rate and recovery heart rate (after one minute rest).
4. Discuss whether these heart rate levels were consistent with the findings of the previous lab. Example:
 - a. starting (initial) heart rate—lowest
 - b. working (finish) heart rate—highest
 - c. recovery heart rate—returning to starting rate

EVALUATION/MODIFICATION:

The principle of specificity means one must do specific exercises to improve components of physical fitness in specific body parts. For items A through D, indicate which components of physical fitness and body system are targeted.

<u>Fitness Component</u>	<u>Body System Affected</u>
A. _____	A. _____
B. _____	B. _____
C. _____	C. _____
D. _____	D. _____

HEART ATTACK

OBJECTIVES:

To learn the general causes of heart attacks and the effects LDL and HDL cholesterol levels have on the heart.

LIFE SKILL:

To promote proper physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Gymnasium or outdoor basketball court.

EQUIPMENT/MATERIALS:

Basketball, basketball hoop, masking tape (to draw the outline of the circle), index cards with conditions on them.

INFORMATION:

There are two types of cholesterol in the body: HDL ("good" cholesterol) and LDL ("bad" cholesterol). High levels of LDL cholesterol in the blood cause them to deposit on the walls of the arteries in the heart. This is a major cause of heart attacks. To reduce the chance of a heart attack, LDL cholesterol levels can be reduced by exercise and a low-fat diet.

CLASS ARRANGEMENT:

Large group.

INSTRUCTIONAL STRATEGIES:

The class will be divided into two groups for a relay race. There will be two piles of index cards about 100 ft. in front of each group. The teacher will stand in front of the piles of cards and when each student runs to a pile, the teacher will say "LDL" or "HDL." That student will need to find an index card with something on it that relates to the type of cholesterol called out by the teacher. For example, one card might say "exercise" and this would relate to HDL cholesterol. Another card might say "high fat diet" and this would relate to LDL cholesterol. The group who gets finished first wins.

To associate the relationship of cholesterol to heart attacks, the teacher should make a small circle out of masking tape on the floor. During the next activity, the circle is the “heart,” and the class is the two types of cholesterol. The students will line up on the free-throw line with two basketballs. Every student will start the game as an HDL cholesterol. Each person will have two chances to make cholesterol and must go inside the heart (circle). However, if the person behind them with the other basketball makes the basket before them, someone may come out of the heart and become an HDL cholesterol. When the heart (circle) fills up with students, it has a heart attack. When this happens, the game is over and a discussion should be held concerning what caused the heart attack (LDL cholesterol plugging the arteries).

EVALUATION/MODIFICATION:

The heart attack game can be done over and over again to see if the class can keep from having a heart attack. To evaluate the students, ask them to write down some of the things that could cause higher levels of LDL cholesterol in the body and ways to lower it.

GAIN WITHOUT PAIN

OBJECTIVES:

To identify the common types of jogging injuries and strategies to prevent them.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

INFORMATION:

Blisters. In all cases, clean socks and properly fitted shoes will help in the prevention of blisters. Preventative taping may sometimes be necessary. Blisters normally heal rapidly if no infection occurs, and the discomfort which they produce is usually temporary.

Abdominal Pains. When they occur, side aches can sometimes be relieved by side-to-side, waist-bending, stretching motions. A regular program of sit-up exercises may help in prevention.

Abdominal pains result from fatigue of the abdominal musculature. The pain which is produced is generalized but usually appears to be centered in the approximate area of the umbilicus.

Abdominal pains can often be relieved by a training schedule which allows short rest periods following each exercise interval. During these rest periods the pains will subside, and jogging can be continued. A regular exercise program which includes sit-ups can help prevent these pains. Advanced and physically fit joggers are rarely bothered by this problem.

Shin Splints. Shin splints are the result of a slight tearing of connective tissue associated with the attachment of certain muscles to the anterior surfaces of the bones of the lower leg (the shin bones). This tearing produces a very painful condition and is a rather common ailment of competitive runners. Joggers are only rarely affected by shin splints. The causes are not known, but inadequate warm-up, irregular running surfaces, and improperly fitted shoes may all be involved.

Tendon Problems. The inflammation of tendons (tendinitis) of the feet and of the bursa associated with these (bursitis) is a relatively rare but painful ailment of runners and joggers. Such inflammation may result in rather severe pain on the bottom or along the sides of the heel or instep. If the tendon of Achilles or the bursa behind it are involved, the pain will be localized at a point at the rear of the heel. Joggers who suffer from these tendon or bursa problems are occasionally helped by the use of a plastic heel cup. Some people use sponge padding in their shoes (the sponge can be borrowed from the high jump or pole vault pits). Some medical doctors attempt treatments involving local injections of cortisone with varying degrees of success.

CLASS ARRANGEMENT:

Large group.

INSTRUCTIONAL STRATEGIES:

1. Have students participate in one individual and one team activity and discuss the types of injuries associated with them.
2. Have students discuss various training principles associated with prevention or reduction of injuries identified in the "Information" segment of this lesson.
3. Have students demonstrate the correct technique of jogging and discuss the relationship between common jogging injuries and correct technique.
4. Have students demonstrate the understanding of injury prevention associated with physical activity in extreme conditions by proper nutrient intake (including water), clothing selection, and modification of regular programs.

Grade

10

LEVEL:
SECONDARY

WEIGHT LIFTING FOR POWER

OBJECTIVE:

To learn through weight training the difference between muscular strength and muscular power.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

School weight room/weight training facility.

EQUIPMENT/MATERIALS:

Universal weight lifting machine and/or free weights.

INFORMATION:

Weight lifting is an aerobic activity which has little or no impact on the cardiovascular system. Aerobic exercise should be incorporated into the weight training program and should be a part of any health and fitness program. With a steady increase of muscle mass (size, from lifting for power) increased bone size will also result. Maintaining a good weight training program will have an impact on injuries most likely to occur later in life by changes in bone density.

SKILLS NEEDED:

Basic knowledge of human movement, beginning-level weight training knowledge base, teamwork and weight room safety.

INSTRUCTIONAL STRATEGIES:

With the entire class in the weight room, two students can be selected to model the proper weight training techniques and safety needed to use the universal weight lifting machine.

Stations will include:

- bench press
- upright row
- triceps curl
- leg extension
- shrugs
- pull-ups
- military press
- lateral pull down
- biceps curl
- leg curl
- dips
- calf raisers

At each station students should be instructed on the proper use of the equipment, and maintaining a high level of safety.

The class should engage in warm-up activities at this time.

1. Individual weight training log sheets should be distributed at this time, and each student will do one set of 10 repetitions at each station while recording the amount of weight and how many repetitions were actually done.
2. The class will then be instructed on the proper usage of the free weight system.
 - a. Extra care should be taken to reinforce why teamwork is essential when lifting the free weights.
 - b. Individual weight training programs will be implemented at a later date with the help and guidance of the teacher. The focus of each individual's program will be in meeting their needs to make the weight lifting experience a good one that will influence how they live.

EVALUATION/MODIFICATION:

For students with physical handicaps, the program can be fitted to their individual needs. Some students may want to lift on the universal machine only, while others will enjoy the challenge of the free weights. Either one will be acceptable.

Grade

10

LEVEL:
SECONDARY

AQUATIC AEROBIC ACTIVITIES

OBJECTIVES:

To develop and utilize land aerobic skills in water that will encourage cardiovascular endurance, flexibility, and personal fitness behaviors.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Shallow end of the swimming pool (3 to 5 feet).

EQUIPMENT/MATERIALS:

Two empty one-gallon milk jugs per student, cassette or compact disc player and motivating music (optional).

INFORMATION:

Aquatic aerobic activities give people of all fitness levels and body types an opportunity to participate. The activities allow both a high and low impact workout with very little impact on the body's joints. The large muscle groups are utilized in the isotonic exercises with some resistance due to the flow of water around the body. Flexibility exercises are performed with less difficulty.

CLASS ARRANGEMENT:

Entire class in shallow end of pool.

SKILLS NEEDED:

Running, jumping, twisting, basic coordination, and balance skills.

INSTRUCTIONAL STRATEGIES:

(Instructor may wish to have students practice these skills on land prior to getting in the water.)

Begin with the students at one edge of the pool in lines of five. Warm up for five to ten minutes by power walking and running in the water (the width of the pool). Students spread out at least an arm's distance from the people around them. Accompanied by music, these skills can be put into a routine for the students to follow: high and low front and back kicks, side-to-side and crossover scissor kicks, jumping jacks (with milk jugs), running, twisting, arm resistance exercises with partially filled jugs, "frog" jumps, tuck jumps, lunges, etc. It is important for the instructor to move around the pool to watch for problems and to change the front of the class frequently.

Students should cool down with power walking two to three widths of the pool, and go to the edge of the pool to stretch with leg lifts, knee tucks, side bends with arms extended, calf raises, and deep squats. Heart rate should be taken at least twice during the activity.

EVALUATION/MODIFICATION:

This lesson can be modified for low or high-impact activities. Games like water polo, water basketball, and "Land Olympics in the Water" can be played for fun for years while improving cardiovascular endurance and flexibility.

Grade

10

LEVEL:
SECONDARY

FLY FISHING FOR MENTAL HEALTH

OBJECTIVES:

To learn the basics of fly tying and casting, and how it relates to mental health.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Fly tying materials

- 4 vices (or as many as are available)
- hooks (package of 100)
- clear fingernail polish
- feathers
- thread (many colors)

Casting materials

As many fly poles as are available—poles should be complete with line and something on the end of the fishing line other than hooks for this activity.

Other

- books, pamphlets, or information booklets on fly fishing or fly tying
- sample of basic flies for display
- “A River Runs Through It” video

INFORMATION:

Fly fishing is a sport that requires strategy and is a lot of fun. It promotes mental health and it normally takes place in a peaceful, outdoor setting. Fly fishing can also provide cardiovascular benefits when paired with hiking, camping, or just walking.

CLASS ARRANGEMENT:

Begin in one large group, then break up into two separate, equal groups for stations. Have a parent or helper who knows something about the topic help with the lesson. One group will work on fly casting with the teacher, the other will work on fly tying with the helper. The instructors should switch places halfway through the lesson.

SKILLS NEEDED:

Fine motor skills.

INSTRUCTIONAL STRATEGIES:

1. Students should watch various scenes from the movie "A River Runs Through It." Include the scenes where the boys are learning to cast from their dad, where the brothers are trying to outsmart each other on which flies to use, and where Paul catches the big rainbow trout and gets dragged down the river.
2. Separate students into two groups—one can go to the fly casting station and one to the fly tying station.

Instructions for Fly Tying Center. Have students observe the instructor making a simple fly such as a "Wooly Bugger." Have students take turns at the vices, creating their own fly. Instruct students through the basic steps, but allow for creativity. The students waiting may look at different available flies and their names. There also could be some fly tying/ fishing books available for them to look at.

Instructions for Fly Casting Center. Demonstrate correct casting technique for the students. Let students practice casting motion first without a pole. Explain to the students how to use the pole; the instructor should walk through the class instructing students. Finally, allow students to aim at large circle targets on the floor. Concentrate on students' accuracy of the cast.

3. If possible, take the students on a field trip. Rent or borrow as much fishing equipment as possible. Take the students on a hike to a river or creek, and catch some fish! (Make sure all the legalities are taken care of concerning fishing licenses, etc.) Give each student a chance to demonstrate their efforts.
4. Discuss with students how activities, such as fly fishing, benefit us. Discuss how they felt on the field trip, and how it made them feel if they caught a fish.

EVALUATION/MODIFICATION:

Evaluate the students on participation and effort. Include a check list evaluating the students' strengths and weaknesses in the sport. Do a follow-up evaluation after more practice to measure improvement.

Grade

10

LEVEL:
SECONDARY

FLEXIBILITY IMPROVEMENT

OBJECTIVE:

To increase trunk flexibility through a stretching program.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Mats or classroom with carpet, yardsticks, boom box and contemporary music, cloth measuring tapes, "Flexibility Improvement Assessment" (see Grade 10 Handout Masters).

INFORMATION:

Students are assessed for flexibility at the beginning of the school year. The instructor should guide students through quality stretch routines three times per week. Students are assessed prior to the Christmas break and in late May to gauge improvement.

CLASS ARRANGEMENT:

Students work in groups as they rotate from station to station. Contemporary music can be played while students are performing flexibility tasks.

INSTRUCTIONAL STRATEGIES:

1. Students observe instructor correctly measuring the performance of a student volunteer doing each flexibility task at each station.
2. Students are divided into groups and rotate from one station to another.
3. Student logs his/her own data. Data cards are then given to instructor for filing when completed.

RESOURCE:

Nebraska Department of Education (1993). A Comprehensive Health Education Curriculum Guide.

Grade

10

LEVEL:
SECONDARY

HIV/AIDS JIGSAW

OBJECTIVE:

To work cooperatively as a small group.

LIFE SKILL:

To promote disease prevention as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom/library.

EQUIPMENT/MATERIALS:

Materials from library (textbooks, pamphlets, journals, magazines) to answer questions listed in lesson plan. Place resources in each corner of the room. (There should be enough materials for at least five students in each corner.)

INFORMATION:

Jigsawing is a cooperative learning technique used to encourage individual responsibility to the group's common goal. There are four questions regarding HIV/AIDS that are most important in understanding the disease. Jigsawing can be used for any subject area.

CLASS ARRANGEMENT:

Small groups of four students to start; large space to share materials in each of four corners of a room.

SKILLS NEEDED:

Reading, writing, and communication skills.

INSTRUCTIONAL STRATEGIES:

1. Divide the class into groups of four students. Explain this group will be their original group even though they will split up later.
2. Discuss the importance of understanding the basics of the disease HIV infection. The basics are:

- a. What is HIV infection? What is AIDS?
 - b. How is HIV transmitted?
 - c. How is HIV not transmitted?
 - d. How can HIV transmission be prevented?
3. Have each person in the group of four choose one of the questions to research. Their responsibility is to report back to this original group after researching their question. Have all question "a's" go to one corner of the room where information would be found; all the "a's" work together cooperatively to gather information to answer the question. All the "b's," "c's," and "d's" would do the same.
 4. After a designated amount of time, the original group of four reassembles. They then proceed in reporting their findings of questions "a" to "d."
 5. For validity of information, the teacher must address each question as a follow-up at the end of class.

EVALUATION/MODIFICATION:

The students can use the library instead of staying in the classroom if the holdings permit.

The students could be given this assignment as a group assignment to be worked on individually during study hall, etc., and to be ready to share with small groups on a certain date.

Grade

10

LEVEL:

SECONDARY

WHAT'S IN A WORD?

OBJECTIVES:

To become familiar with terminology; to be able to communicate with classmates.

LIFE SKILL:

To promote responsible sexual behavior as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Masking tape, index cards (one for each student) used to display terminology (in this activity, sexuality terms).

INFORMATION:

There is no better way to review or introduce terminology in any health area than to involve the students in actively talking to each other and asking questions. This activity transforms a reluctant class into an interactive, communicative class.

CLASS ARRANGEMENT:

Class on feet, mingling.

SKILLS NEEDED:

Reading skills, communication skills.

INSTRUCTIONAL STRATEGIES:

1. Have index cards ready with tape (rolled on back) when students enter the room. Explain that for personal health, not only is a knowledge of terminology important but an ability to communicate that knowledge is very important. Explain to the class that you will be placing a word or term that will be used (or has been used) in class, on their back. Even though they can see others' words, they are not to tell anyone else what the card says! Be certain everyone has a term on their back.

2. Explain that in order to find out what their term is, they must ask another classmate a question that can be answered by “yes” or “no.” They may only ask two questions to each classmate, then they must move on to ask another classmate. When they feel that they have gathered enough information about their term, they may guess, “Is my term _____?” If they are correct, they may transfer the card to their front but still continue to mingle in order to help others. If they aren’t correct, they must continue to ask questions.
3. Continue the mingling until everyone has guessed their term. When students are returned to their seats, have them take off the cards. Collect the cards for future use.
4. Ask the students:
 - a. How did you feel asking others questions relating to sexuality?
 - b. Did it get easier as time went along?
 - c. Did you find yourself asking classmates of the same sex? Did it matter?
 - d. How important is talking about sexuality with others?

EVALUATION/MODIFICATION:

This is a good classroom cooperative activity to be used before or after a section on sexuality. It can be used for any area of health to encourage the students to talk about the subject area and ask questions.

Laminate the cards for long-term use.

This activity can be done in groups where one person draws a card, and the others ask questions until someone guesses the term.

RESOURCE:

Carter, P., Bozeman, MT: Montana State University.

Grade

10

LEVEL:
SECONDARY

OUT OF THIS PLACE NOW

OBJECTIVE:

To recognize circumstances that may lead to unwanted sexual situations.

LIFE SKILL:

To promote responsible sexual behavior as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

"Case Studies" handout for each student (see Grade 10 Handout Master), large sheets of newsprint (one for each group of five students).

INFORMATION:

Throughout life people find themselves in situations that may not be comfortable, e.g., starting to go to a new school, going to a party where you do not know other people. Sometimes these situations are safe and, at other times, may be unsafe. This activity can take two class periods if each group is given two case studies.

CLASS ARRANGEMENT:

Cooperative learning style in groups of five students.

INSTRUCTIONAL STRATEGIES:

Reader—reads case study to group.

Facilitator—leads group discussion, allowing for everyone's input.

Recorder—writes what the group is brainstorming or developing on newsprint using markers.

Reporter—using newsprint for reference, tells the class the outcome of their group work.

Timekeeper—keeps the group on task and provides them with updates of remaining time to complete the task.

1. Have the class brainstorm situations where they have felt uncomfortable or unsafe. Discuss the following:
 - a. How do you know if a situation is unsafe as opposed to feeling it's uncomfortable?
 - b. How do you avoid getting into these situations?
 - c. How do you remove yourself from these situations?
2. Divide the class into groups of five students. Have each group select a reader, a recorder, a facilitator, a timekeeper, and a reporter (explain each role using the blackboard or overhead).
3. Tell students they will be assigned one case study and should decide what choices the character has in the situation. Then, for each choice, they will brainstorm possible consequences or outcomes. Ask the recorder to write group responses on newsprint. Allow 15 minutes per group.
4. Reconvene the class and have each reporter explain their group's situation and list of choices and consequences. Discuss the need to be aware of potential problems at the places they go and in the things they do.

RESOURCE:

Santa Cruz, CA: ETR Associates.

Grade

10

LEVEL:

SECONDARY

MY LIFE AS I'D LIKE IT TO BE

OBJECTIVE:

To identify one's life goals throughout the decades.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom or outdoor shaded area.

EQUIPMENT/MATERIALS:

Blackboard and chalk, "The Station" handout (see Grade 10 Handout Masters).

INFORMATION:

Thinking about the future and the kind of life one would like to have is an important task. It is healthy to have dreams and goals (however vague at first) to keep perspective on the choices made each day. As they say: "If you don't know where you're going, you'll probably never get there . . ." Even if you do have a pretty good idea, it can be hard work and life can take some unexpected turns. It is true that young people who have a fairly clear vision of themselves in the future and what they would like their life to include, tend to make better choices, feel more in control, and are more likely to make their dreams come true!

CLASS ARRANGEMENT:

Individual and large group discussion.

SKILLS NEEDED:

Writing skills.

INSTRUCTIONAL STRATEGIES:

1. Randomly ask students by name: "How do you see yourself at 20, at 40, and 70, etc.?" Students find this difficult as they live for the present and find that society does not plan ahead much as a whole. Be prepared for somewhat silly responses.

2. Discuss the value of thinking about the future. Write "My Life As I'd Like It To Be" on the blackboard. Under that heading, list decades "20s," "30s," etc., up to the "80s." The students are to write descriptive words or phrases which would describe how they would like to see themselves for each of the decades provided. Entries might include graduation, an apartment or home of their own, travel, marriage, children, career, leisure activities, major responsibilities, community involvement, adventures, grandchildren, etc. Give the students 10 to 15 minutes to complete this task.
3. Have several volunteers share their life plans with the class.
4. Discuss the following:
 - a. Place a "1" next to the most important thing to accomplish in your entire life. Place a "2" next to the goal second in importance. Place a "3" next to the goal third in importance.
 - b. Would any of the goals ranked one to three not be accomplished if you were to die 10 years from now? Can the goals be reorganized so that those more important to you can be achieved earlier in your life?
 - c. Were there some decades where you were not sure of what your goals would be or how you would like to see yourself?
 - d. Did you have goals or aspirations of yourself and your life but weren't sure where to put them in the future? Where did you put them? Do you think you will get to them?
 - e. How does this exercise relate to expectations people have of you (parents, relatives, friends, etc.)? How does it relate to expectations you have for yourself?
 - f. In what ways could these dreams, goals, etc., be hindered by your behaviors or actions? How important are individual choices?
5. Place the headings, "LIVE IN THE PAST," "LIVE IN THE PRESENT," "LIVE FOR THE FUTURE" on the board. Ask the class which statement they most closely associate with. Discuss examples of each statement from their experiences and your own.
6. Put "The Station" up on the overhead or pass copies out to students. Read or have the class volunteer to read. Discuss ramifications and meanings of the thought.

EVALUATION/MODIFICATION:

Create a bulletin board using baby pictures attached to the student's finished work sheet. Title the board "Where I Came From and Where I'm Going."

RESOURCE:

"The Station" by Robert Hastings.

Grade

10

LEVEL:

SECONDARY

AFFECTIONATELY YOURS

OBJECTIVE:

To enhance and expand the ability to show love and affection in a variety of ways other than having sexual intercourse.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom or outdoor area.

EQUIPMENT/MATERIALS:

"Affectionately Yours" handout for each participant (see Grade 10 Handout Masters), newsprint (one piece per five students), markers, masking tape.

INFORMATION:

According to the 1993 Montana Youth Risk Behavior Survey, 37 percent of Montana youth aged 15 or less, and 55 percent of those aged 17 or less had engaged in sexual intercourse. (This is similar to the national rates.) The year 2000 objective is to reduce these rates to 15 percent of youth 15 or less and 40 percent for those 17 or less.

CLASS ARRANGEMENT:

Individual and small group activity (groups of five students).

SKILLS NEEDED:

Writing skills.

INSTRUCTIONAL STRATEGIES:

1. Give each student the "Affectionately Yours" handout (or place unfinished statements on an overhead and have them use their notebook). Explain that they will be exploring how people show/demonstrate love and affection for someone else. Have them take five minutes to complete both sentences.

2. Discuss the following:
 - a. Different kinds of love/relationships (parents, siblings, friends, boyfriend/girlfriend, etc.).
 - b. How do people demonstrate their caring for one another?
 - c. One way young people demonstrate their caring is to have sexual intercourse. In addition to the risks of pregnancy and STDs (including HIV), the young person is not emotionally ready for that kind of relationship. To reduce the risk of experiencing any of these risks, abstinence is the best choice. How can a young person who is in a caring relationship demonstrate love and affection without having sexual intercourse?
3. Divide students into groups of five. Using newsprint and markers, have the group brainstorm as many ways as they can think of to “make love without doing it.” Provide 15 minutes for the group brainstorming session.
4. Have each group elect a speaker, and have the speaker hang their group’s newsprint on the wall and share their ideas.
5. After each group has had an opportunity to present and display their work, talk about the value of the activity. Discuss the following:
 - a. Did you get some ideas of how to show love and affection from your peers? What were some favorites?
 - b. How could a couple handle a conflict in which one person is willing and feels comfortable with “outercourse” and the other person feels that sexual intercourse would make their relationship complete?
 - c. What would an individual, who has had an intimate sexual experience with a person feel like after the couple has broken up? If the sexual experience was an uncomfortable, guilt-ridden one, what are the individual’s options? What are the couple’s options?

EVALUATION/MODIFICATION:

This activity can be followed with more scenarios demonstrating the importance of communication. Also, scenarios practicing refusal skills are helpful.

RESOURCE:

1993 Montana Youth Risk Behavior Survey (YRBS), September 1993. Helena, MT: Montana Office of Public Instruction.

IT TRAVELS

OBJECTIVE:

To identify patterns and modes of HIV transmission.

LIFE SKILL:

To promote responsible sexual behavior as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Colored index cards (one packet of pink, white, green, peach or whatever is available), two yellow index cards for the teacher (the teacher has signed both), newsprint, markers.

Preparation: After determining the total number of students in class, you will need 50 percent pink cards, 25 percent white cards, 15 percent green cards, and 10 percent peach cards. For example, if you had 28 students, you need to make 14 pink cards, seven white cards, four green cards, and three peach cards. On the white cards write, "No matter what anyone says, do NOT give this card away or take a card from someone else."

INFORMATION:

The differences between HIV and AIDS are levels of infection--HIV can lead to AIDS.

CLASS ARRANGEMENT:

Large group interaction/demonstration.

SKILLS NEEDED:Key points:

- HIV is not transmitted through casual contact.
- HIV is mainly transmitted through sexual intercourse or needle sharing with an HIV-infected person.

INSTRUCTIONAL STRATEGIES:

1. Introduce the activity to demonstrate that the virus (HIV) is an equal opportunity disease—it is not WHO we are, but WHAT we DO that places us at risk for HIV. Because teens have an attitude of invincibility, it can be difficult convincing them that their behaviors can place them at risk of contracting HIV.
2. Randomly shuffle the colored index cards (do not include the yellow teacher cards). Pass out the cards, and have the students write their first name on their card.
3. Explain to the class that the class will now mingle, introducing themselves to another person, exchanging cards, and sharing one piece of information that the other person does not know about them. The student signs the card that they receive before moving on. Model this process by exchanging your two yellow cards and your signature with two other students.

4. Students should mingle casually for four to five minutes.
5. Reconvene the whole group. Announce for the purpose of the activity that you are HIV positive and that those people with whom you exchanged your yellow cards are exposed to the virus. Explain the color codes for index cards (put on the blackboard or use an overhead projector):
 - People with pink cards had unprotected sex with their contacts
 - People with peach cards used latex condoms treated with nonoxynol-9
 - People with green cards shared needles with their contacts
 - People with white cards abstained from any risky behaviors
6. Because you, as the teacher, are HIV positive, ask the two students with the yellow cards (that came directly from you) to stand up. They each then share who else they had contact with by reading the names on their cards. Instruct students to stand when they hear their name called.
7. Each student standing up has a card color. If the card is white, they may sit down, representing abstinence and no risk of contracting the virus. If they have a peach card, they may sit down because they reduced their risk of infection by using a latex condom treated with nonoxynol-9. If they have a pink or green card, they must remain standing. These two colors represent the major routes of transmission of HIV--unprotected sexual intercourse and needle sharing with an HIV-infected person. Have these students remain standing.
8. Illustrate the pattern of transmission by writing the names of the two students holding the yellow cards on the left side of the blackboard and listing their contacts to the right.
9. Ask the students who are sitting to stand if they had any risky contact with anyone standing (in other words if they have cards of anyone listed on the butcher paper). Track each person standing on the board to demonstrate how this virus travels in a population. Have everyone sit down.
10. Discuss the following:
 - a. Ask students how it felt waiting for their name to be called once they learned that the teacher “infected” two students.
 - b. Ask students with the white cards to stand. Announce that they represent abstinence. These people eliminated their risk of HIV. Ask the whole class how it felt to approach students with the white cards. What refusal skills were used? Ask students with the white cards how it felt to refuse contact. Ask students with the white cards to sit down.
 - c. Emphasize that the “contacts” in this activity only symbolized transmission of the virus and that the virus is not transmitted through casual contact. The main point to review/discuss is that all of us are at risk of HIV infection depending on what we do. Needle sharing and unprotected sexual intercourse puts a person at greatest risk. A person with HIV can spread the infection to others unknowingly—they may look and feel fine; knowing your partner is NOT enough to assure risk reduction. The safest behavior for teens is abstinence from drug use and sexual intercourse.

EVALUATION/MODIFICATION:

Gauge the distributors of each role (card color) according to the incidence of risk behavior in the school or to a specific emphasis dictated by school policy (for example, if abstinence is a curriculum policy to be stressed, make 50 percent-60 percent cards white).

RESOURCE:

1993 Nebraska Comprehensive Health Education Curriculum Guide.

Grade

10

LEVEL:
SECONDARY

TICKETS TO HAPPINESS

OBJECTIVE:

To identify personal values which motivate behavior.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Overhead transparency of the following values: marriage, money, religion, education, friends, children, travel, success, family, good health, exercise, job; "tickets" (3" x 5" index cards) created before class, 24 envelopes (one for each student in the class), chalkboard, chalk.

**For a class of 24 students, create 20 tickets (240 total tickets) for each value above. Write on each card the name of value, e.g., job. Randomly shuffle the cards, and place 10 tickets in each of 24 envelopes. Ticket combinations should vary.

INFORMATION:

Helping students identify personal values and how they impact the future is an important challenge. Being aware of personal values is an important start to understanding the impact of values on personal life choices and future plans.

CLASS ARRANGEMENT:

Individual/group interaction.

SKILLS NEEDED:

Writing skills.

INSTRUCTIONAL STRATEGIES:

1. Draw a lifeline on the chalkboard. Place birth at one end, death at the other. Ask the students:
 - a. What does your future hold?
 - b. What would make your future a happy one?List input from students on the blackboard.

2. Distribute the ticket envelopes and give the following instructions: "You hold in your hands the key to your future. In each of your envelopes is a set of 10 'tickets to happiness' which represent what you will find in your future. Each ticket has one of these words written on it (show list on overhead). If, for example, one of your tickets has 'money' written on it, it means that you will have some money in your future. Each person's set of tickets is different."
3. Activity details. "You may decide that the combination of tickets you have will not make your future a happy one. You will be given the opportunity to trade your tickets with other students. You may trade any, all, or none of your tickets as you wish. You do not have to finish with exactly 10 tickets. The objective is to put together a set of tickets that you think best describes your future happiness." Ask students to open their envelopes and to privately compare the set of tickets to the list of options on the overhead. Have students write a paragraph titled, "BEFORE," about what their envelope contains and what they want in life. Allow five minutes for this writing segment.
4. Signal the students to leave their desks and begin trading. Allow five minutes or more if needed.
5. At the end of the allotted time, the students return to their desks and take inventory of their obtained tickets. At this time, they also write a paragraph titled, "AFTER" which discusses what they intended to change and if it happened, what will their future include? Allow five minutes for this writing segment.
6. Discuss as a class:
 - a. The trading experience. Listen to individual student experiences at this time.
 - b. What tickets did you spend most of your time looking for or trading for? Why?
 - c. What tickets did you attempt to trade away? Why?
 - d. Did you give any tickets away you would have preferred to keep? What was your reasoning for this?
 - e. Did anyone choose not to trade any tickets? If so, why?
 - f. Did you have a difficult time choosing which tickets you valued most? If so, how did you choose?
 - g. Finish by discussing that "trading behavior" often reflects values. Individual behavioral choices often are a reflection of personal values. People want different things out of life, and people's wants and desires change throughout their lifetime.

EVALUATION/MODIFICATION:

Laminate tickets for future use. Differences in student maturity may affect the depth of follow-up discussions.

RESOURCE:

Doyle, E. I. (1994, March/April). Recognizing the Value of Health Behavior Connection: "What I Do and Why I Do it." Journal of Health Education, 25(2), pp. 116-117.

Grade

10

LEVEL:
SECONDARY

TOBACCO ADVERTISING

OBJECTIVE:

To learn about “look-alike” products that entice young people into thinking that smoking and chewing tobacco are cool.

LIFE SKILLS:

To discourage the use of alcohol, tobacco and other drugs, and encourage the responsible use of prescription drugs as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Magazine advertisements about smoking and chewing tobacco, "Look-alike Products" handout, "Tobacco Advertising Discussion" handout (see Grade 10 Handout Masters).

INFORMATION:

This exercise involves youth to actively seek out “look-alike” products and increasing their understanding of the impact of tobacco advertising on youth.

CLASS ARRANGEMENT:

Classroom.

INSTRUCTIONAL STRATEGIES:

Briefly discuss tobacco addiction and discuss how tobacco companies successfully advertise their products by promoting them to youth as being cool, e.g., Marlboro Man and Joe Camel. Discuss “look-alike” products. Discuss the "Look-alike Products" handout and review the "Tobacco Advertising Discussion" handout. Give students an assignment to visit a grocery store and make a list of where “look-alike” products are located and what products are nearby. Have students bring two to three magazine ads depicting smoking to class for discussion.

RESOURCES:

Utah County Department of Health.

Grade

10

LEVEL:
SECONDARY

TOBACCO: WIN, LOSE OR DRAW

OBJECTIVE:

To identify the harmful effects of smoking, smokeless tobacco and environmental tobacco smoke (ETS).

LIFE SKILLS:

To discourage the use of alcohol, tobacco and other drugs, and encourage the responsible use of prescription drugs as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Flip chart, markers, timer and index cards with category information from "Tobacco: Win, Lose or Draw" (see Grade 10 Handout Masters).

INFORMATION:

This activity is interactive and is based on the television show, "Win, Lose or Draw."

CLASS ARRANGEMENT:

Large group.

INSTRUCTIONAL STRATEGIES:

Begin the class with a discussion of the hazards of tobacco. Next, have students play the game (you will need to make several category cards in advance of the activity). Each card will have a category heading with a list of five terms that are associated with the category term. When preparing cards, consider the topics discussed in class. This activity would provide an excellent opportunity for a review. This activity should be used after students have developed an understanding of the harmful effects of tobacco use.

1. Divide the class into teams. Have teams select one person to draw. Distribute a category card to the student selected to draw from the team that will go first.

2. Explain that the student will have 90 seconds to draw pictures that will lead his team to the correct answer. The students will attempt to complete all five drawings and receive correct responses from his/her team before the 90 seconds expire.
3. The student's drawing must not use words, symbols, numbers or letters. If these clues are used, the student must move to the next term.
4. Reward 10 points for each correct answer.
5. The drawing team has an opportunity to earn 10 bonus points by correctly identifying the category listed on the card. If the drawing team responds incorrectly, the opposing team has an opportunity to "steal" the bonus points by giving a correct answer. The opposing team will then take their turn at drawing. This procedure is followed until all cards are used or playing time runs out. Make sure a new student draws during each team's turn.

EVALUATION/MODIFICATION:

Students could make up additional cards to be used for another class.

RESOURCE:

Utah County Department of Health.

How TEENAGERS View NUTRITION

OBJECTIVE:

To understand the nutritional needs of adolescents.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

"How Teenagers View Nutrition" handout, (see Grade 10 Handout Masters), "A Pattern for Daily Food Choices" handout, "Dietary Guidelines for Americans" handout (see Appendix A).

INFORMATION:

Students need to be aware of the nutritional needs for their stages of the life cycle.

CLASS ARRANGEMENT:

Small groups.

SKILLS NEEDED:

An understanding of "Dietary Guidelines for Americans" and "A Pattern of Daily Food Choices."

INSTRUCTIONAL STRATEGIES:

1. Divide the class into small groups and distribute the handout, "How Teenagers View Nutrition." Assign each group to read one case study from the handout. Distribute the handouts, "Dietary Guidelines for Americans" and "A Pattern of Daily Food Choices" for students to use as references.
2. Ask students to evaluate the strengths and weaknesses of the case study assigned to them. Students should respond to the following questions:
 - What conclusions can you draw about the attitude of the person in your case study toward nutrition? Give evidence to support your answer.

- How are eating habits reflective of a person's behavior?
 - Why do people have an obligation to themselves to eat nutritionally balanced diets?
3. After the groups have evaluated the case studies, ask a spokesperson from each group to share their findings with the class.

EVALUATION/MODIFICATION:

Have students write a personal narrative about a family member's attitude toward nutrition, eating habits, and reasons for eating a nutritionally balanced diet.

RESOURCE:

Texas Education Agency (1992). Education for Self-Responsibility IV: Nutrition Education.

WHAT'S IN THE BAG?

OBJECTIVE:

To choose ways to moderate sodium in the diet.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

For each group of students:

- salt and a salt shaker
- medium-size bowls
- measuring spoons
- food labels from items like canned tuna, canned soup, baking powder, bouillon cubes, salad dressing, sauerkraut, hot dogs and catsup
- "What's In the Bag?" handout (see Grade 10 Handout Masters)

INFORMATION:

Sodium, an essential nutrient, helps the body maintain normal blood volume and blood pressure, and helps nerves and muscles to function. In food, sodium is used in preservatives and flavor enhancers; table salt contains sodium and chloride. Foods and beverages containing salt provide most of the sodium in our diets as much is added during processing and manufacturing, and some is added while cooking or at the table. Most Americans eat more salt and sodium than they need.

High blood pressure is more common in populations with diets high in salt. Other factors also affect blood pressure—heredity, obesity, and excessive drinking of alcoholic beverages. High blood pressure increases the risk of heart attacks, strokes, and kidney disease.

Eating less sodium and salt may reduce the risk of high blood pressure among some people. Food labels can help people identify high-sodium foods as many snack foods, processed foods, and fast foods are high in sodium.

People can moderate the salt and sodium in their diet by using the salt shaker sparingly, by using salted and high-sodium foods sparingly, by enjoying the flavors of unsalted foods, by flavoring foods with herbs, spices, and lemon juice, and by using food labels to choose foods lower in sodium.

CLASS ARRANGEMENT:

Small groups/individuals.

INSTRUCTIONAL STRATEGIES:

1. Introduce the lesson by having students think about the salt they add to foods. Divide the class into small groups. Propose the following scenario.

Imagine you made a bowl of popcorn. How much salt do you usually shake on top? (Accept any answer.) Have students in each group see how much salt they actually add to popcorn by shaking salt into the bowl and then measuring the amount of salt.

Ask the students if they salt foods before they taste the foods. People often salt food before tasting even after salt has been added during the cooking process.

Many foods we eat are high in salt because it is added during processing. Have the class give some examples of processed foods (meats, cereals, breads, prepared dinners, chips, crackers).

2. Explain that salt is made of sodium.

What is the scientific name for the common ingredient we call salt? (Sodium chloride)

About one-third of the sodium most people consume comes from salt that is added to food in cooking or at the table. The rest is naturally present in foods or added in processing.

3. We all need sodium to stay healthy but most people eat more than necessary. Using salt and sodium only in moderation is one of the Dietary Guidelines for Americans.
4. Review the functions of sodium in the body and the recommendations for sodium intake. The latest recommendation of the National Research Council indicates that 500 milligrams of sodium daily is the minimum needed for good health. An upper limit of 2,400 milligrams per day is suggested. (Measure one-fourth teaspoon of salt and point out that it has all the sodium most people need for a day.)
5. Have students use food labels to identify sodium in foods.
6. Distribute the handout, "What's In the Bag?" Have the students analyze the bag lunch for sodium, then apply their knowledge of sodium content by changing the lunch to lower the sodium. Have students share their new bag lunch with the class.

EVALUATION/MODIFICATION:

Have students analyze fast food menus for those foods high in sodium.

RESOURCE:

U.S. Department of Agriculture (1992, December). Dietary Guidelines and Your Health.

FOODS FROM AROUND THE WORLD

OBJECTIVE:

To develop an appreciation for foods from different cultural groups.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

"Foods From Around the World" handout and "Traditional Foods for Holidays and Festivals" handout (See Grade 10 Handout Masters), encyclopedias, world map or globe.

INFORMATION:

Students need to develop an appreciation for foods from different cultural groups and realize how this can influence their current food habits. As people immigrate to the United States and as Americans visit other countries, they are influenced by new and different foods and food traditions. Special occasions and festivals are ways to pass customs and cultures on to children. Food is often associated with these occasions and traditions.

CLASS ARRANGEMENT:

Individuals/small groups.

INSTRUCTIONAL STRATEGIES:

1. Distribute copies of the handout, "Foods from Around the World," to the students. Assign or ask students to select one of the foods on the list. Allow time to research the origin of their food.
2. Have each student or small group present their findings and point out to the class the country of origin on the world map or globe.

3. Distribute the handout, "Traditional Foods for Holidays and Festivals." Ask different students to present the information about the different holidays and festivals to the class. Discuss any other holidays that students celebrate at their homes.
4. Divide the class into small groups. Instruct each group to plan a meal based on a holiday chosen from the handout, "Traditional Foods for Holidays and Festivals."
5. After completion, ask each group to describe their meal to the class.

EVALUATION/MODIFICATION:

The class could choose one of the holiday menus to use as a meal in the classroom. A guest presenter from another country could come to discuss his/her culture and foods eaten.

RESOURCE:

Texas Education Agency (1992). Education for Self-Responsibility: Nutrition Education.

MAKE YOUR MUNCHIES COUNT

OBJECTIVE:

To choose healthy snack foods.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Food labels from various snack foods, "Make Your Munchies Count" handout (see Grade 10 Handout Masters), "Dietary Guidelines for Americans" and "A Pattern for Daily Food Choices" (see Appendix A).

INFORMATION:

When students make choices about what they eat, they are responsible for the effects those choices have upon their health or their bodies. The "Dietary Guidelines for Americans" provides an overall set of guidelines that should be used when trying to consume a healthy diet. The following summarizes the key points:

- Eat a variety of foods in order to get the nutrients needed to maintain good health.
- Choose low-fat foods. Foods high in saturated fats and cholesterol are linked to an increased risk for cardiovascular disease.
- Choose a diet with plenty of vegetables, fruits, and grain products.
- Use sugars in moderation. The more often these foods are eaten, the greater the risk for tooth decay.
- Use salt in moderation. Excessive amounts of salt may contribute to high blood pressure.
- Read labels on food packages because prepared snack foods are often high in sugar, salt, and fat.

- Choose snack foods carefully because snack foods, as well as regular mealtime foods, affect the health of the body.

CLASS ARRANGEMENT:

Individuals.

SKILLS NEEDED:

Students should be familiar with the "Dietary Guidelines for Americans" and "A Pattern for Daily Food Choices"; reading food labels.

INSTRUCTIONAL STRATEGIES:

1. Review the "Dietary Guidelines for Americans" with the class. Explain that in making snack food choices they need to follow the same guidelines as for regular meals.
2. Instruct students to choose the healthier of two snack food items as you read the "either/or" list given below. Discuss the choices.
 - doughnut or English muffin
 - apple or chocolate bar
 - tortilla or cheese puffs
 - jelly beans or honey dew melon
 - pecan pie or apricots
 - whole milk or low-fat milk
 - toast with peanut butter or corn chips
 - half a bagel or french-fried potatoes
 - fresh orange or orange-flavored gelatin
 - snack cake with cream filling or cereal (low-sugar) with milk
 - caramel popcorn or strawberries
3. Distribute the handout, "Make Your Munchies Count." Have students complete the handout.
4. Upon completion have students share their responses and see if the choices given would be adequate in meeting the recommended servings from the Food Guide Pyramid for one day.

EVALUATION/MODIFICATION:

Distribute a label from a snack food to each student. Ask two students to stand and describe their snack food including the nutritional information. Allow the class to decide which snack food is healthier and to justify their decision.

RESOURCE:

Texas Education Agency (1992). Education for Self-Responsibility IV: Nutrition Education.

Grade

10

LEVEL:

SECONDARY

YOU WON'T MISS THE SUGAR

OBJECTIVE:

To learn strategies to reduce the amount of sugar in the diet.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Sugar, clear containers, measuring spoons, 12-ounce can of soda (not diet), food labels from canned foods, cereal boxes, cake mixes, beverage mixes, and any other food containing sugar, "You Won't Miss the Sugar" handout (see Grade 10 Handout Masters).

INFORMATION:

The average American consumes approximately 60 to 80 pounds of sugar a year which is about 1/4 pound a day. One reason for this high-sugar intake may be the amount of hidden sugars found in convenience food items. High-sugar foods have often been linked to health problems such as tooth decay and obesity.

One way to increase awareness of the many different sources of sugar in the diet is to read ingredient labels on the product being bought or consumed.

It is recommended that people increase their complex carbohydrate intake to consist of 40 to 45 percent of the total calories, and to limit their sugar intake to no more than 10 percent of their total calories. For a 2,000-calorie diet, this would be approximately 200 calories or 50 grams of sugar per day.

CLASS ARRANGEMENT:

Individual/small groups.

SKILL NEEDED:

Students should be familiar with reading the information on a food label.

INSTRUCTIONAL STRATEGIES:

1. Demonstrate to students how much sugar they consume each day compared to the recommended amount.
 - Measure 1/4 pound of sugar and put it in a clear container. This is the average amount consumed each day.
 - Measure 12 teaspoons of sugar into another container. This is the amount commonly found in a 12-ounce soda. This represents the recommended limit of approximately 50 grams for one day.
2. A good way to increase your awareness of the hidden sources of sugar in your diet is to read ingredient and nutrition information on food labels. The following are other terms for sugar:
 - brown sugar
 - confectioners' sugar
 - dextrose
 - granulated sugar
 - high-fructose corn sweeteners
 - honey
 - maple sugar
 - molasses
 - natural sweetener
 - raw sugar
 - syrup
3. Divide the class into small groups. Provide a label for each group. Have the students analyze and list the different kinds of sugar included on the label, the order in which it is listed on the label, and the number of grams of sugar per serving. The latter will allow students to determine if this food could be consumed within the recommended limits (50 grams) for one day.
4. Have students brainstorm ideas to reduce sugar in their diets. Distribute the handout, "You Won't Miss The Sugar," and compare the students' strategies with those listed on the handout.

EVALUATION/MODIFICATION:

Have students keep a record of their sugar intake for one day to see if they can stay within the recommended limits.

RESOURCE:

Texas Education Agency (1992). Education for Self-Responsibility IV: Nutrition Education.

FEAR OF FAT

OBJECTIVE:

To understand the problems, damaging effects, and treatment of eating disorders.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

"Eating Disorders" handout, "I Think She Has An Eating Disorder! Now What Do I Do??" handout (see Grade 10 Handout Masters).

INFORMATION:

Eating disorders, primarily anorexia nervosa and bulimia nervosa, are diseases that are characterized by a preoccupation with weight loss and thinness. These disorders can have damaging effects on the physical and mental health of the persons who suffer from them.

CLASS ARRANGEMENT:

Individuals.

INSTRUCTIONAL STRATEGIES:

1. Distribute the handout, "Eating Disorders"; assign students to read and study it individually.
2. Discuss the following questions:
 - What is the major cause of these eating disorders? (A preoccupation with weight loss and thinness.)
 - When did these disorders begin to appear? (Although there are early records that appear to report similar eating problems, these disorders were not recognized as medical disorders until recently.)
 - Are men and women both affected by these disorders? (Out of every 20 young people with this disorder, 19 are female; however, the number of males is increasing.)

- What is the difference between anorexia nervosa and bulimia nervosa? (Refer to handout.)
 - Do some young people have a combination of the two eating disorders? (Yes.)
 - How dangerous can the eating disorders be to the individual? (They cause physical and mental problems and could lead to death.)
 - What are the symptoms of anorexia nervosa and bulimia nervosa? (Refer to handout.)
 - What are the damaging effects of anorexia nervosa and bulimia nervosa? (Refer to handout.)
 - What is the treatment for anorexia nervosa and bulimia nervosa? (Refer to handout.)
3. Ask students what they would do if they thought a friend might have an eating disorder. Distribute the handout, "I Think She Has An Eating Disorder! Now What Do I Do??" Compare students' answers with those recommended on the handout.

EVALUATION/MODIFICATION:

Assign students to find articles on musicians, actors, or athletes who have had eating disorders such as anorexia nervosa or bulimia nervosa. Have them assess the celebrities' successes, the publicity the media gave their careers, and their problems with the eating disorders. Discuss the reasons that eating disorders were part of their lives.

RESOURCES:

Teacher's Resource Kit (1989). Toronto, Ontario: The National Eating Disorder Information Centre.

Texas Education Agency (1992). Education for Self-Responsibility IV: Nutrition Education.

Grade

10

LEVEL:

SECONDARY

THE TRUTH OF THE MATTER

OBJECTIVE:

To develop skills to distinguish between reliable and unreliable sources of nutrition information.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

"The Truth of the Matter" handout (see Grade 10 Handout Masters), nutrition information books, nutrition journals, nutrition articles, newspaper articles.

INFORMATION:

As a result of using questionable nutrition information, Americans spend billions of unnecessary dollars, sometimes reduce the quality of their lives, and may even lose their lives.

CLASS ARRANGEMENT:

Individual/small groups.

INSTRUCTIONAL STRATEGIES:

1. Explain the following to students:
 - A variety of resources are available to provide reliable nutrition information.
 - Information is an important resource for understanding nutrition.
 - Sometimes it is difficult to determine which resources are reliable and which are not.

2. Discuss the following criteria for determining the reliability of nutrition information:
 - Did the author receive nutrition training from a recognized university?
 - What type of experience has the author had, and is the author presently working with a reliable nutrition agency or institution?
 - Do professional medical societies or professional nutritionists (registered dietitians) endorse the book?
 - Did the author list footnotes listing nutrition or medical books and journals?
 - Is the book included on the list of a professional group such as the state or local cancer, heart, or dietetic association?
 - Is the information consistent with basic concepts of nutrition and health, or does it claim to cure medical conditions or exaggerate virtues of individual foods?
3. Divide the students into small groups. Give each group one of the following to evaluate: a nutrition information book, a nutrition journal, a newspaper article, or a magazine article on nutrition.
4. Distribute the handout, "The Truth of the Matter." Instruct each student to complete the handout as the group evaluates the book or article.
5. Each group should share the results of their evaluation.

EVALUATION/MODIFICATION:

Each student can analyze a source of nutrition information.

RESOURCE:

Texas Education Agency (1992). Education for Self-Responsibility IV: Nutrition Education.

NUTRITIONAL ERGOGENIC AIDS IN SPORTS

OBJECTIVE:

To gain knowledge in the safe, legal, and ethical use of ergogenic aids in sports.

LIFE SKILLS:

To promote proper nutrition as part of a healthy lifestyle; to promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

"Ergogenic Aid Examples" handout.

INFORMATION:

Definition of ergogenic aid: Substances theoretically designed to enhance athletic performance above and beyond the effects of training. Ergogenic aids may enhance the production, efficiency, or control of energy, or they may delay fatigue. There are many types of ergogenic aids in use by athletes today. The factors to consider when evaluating ergogenic aids are as follows:

- safe
- legal
- effective
- ethical
- application
- cost

CLASS ARRANGEMENT:

Individual.

SKILLS NEEDED:

Research and writing skills.

INSTRUCTIONAL STRATEGIES:

1. Describe what ergogenic aids are and how they might help an athlete.
2. Ask students to think of possible ergogenic aids. Conduct a class discussion.
3. Distribute and review handout, "Ergogenic Aid Examples."

EVALUATION/MODIFICATION:

Have students select an ergogenic aid of interest for a research paper. One to two pages should be of minimum length. (Optional: Go over your handout for specific guidelines for the research paper.)

The students should address the risk/benefit situation related to their topic. An example would be that bicarbonate loading may decrease lactic acid buildup, but there is risk of diarrhea. The students should address each factor of consideration when evaluating his or her ergogenic aid, i.e., safe, legal, effective, ethical, application, and cost.

RESOURCES:

Nutritional Ergogenics: Help or Hype (1992, October). Journal of the American Dietetic Association, 92(10), p. 1213-1214.

Steinmuller, P. (1991, January). Nutritional Ergogenic Aids in Sports. Nutri-News, Mosby-Year Book.

National Dairy Council (1994). Food Power: A Coach's Guide to Improving Performance.

Missouri Department of Health Nutrition Education and Training Program (1993). Sports Nutrition.

Texas Education Agency (1992). Education for Self-Responsibility IV: Nutrition Education.

Grade

10

LEVEL:

SECONDARY

THE MEDIA MYTH

OBJECTIVE:

To understand the media influence on choices regarding one's health.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Magazines, scissors, glue, poster board.

INFORMATION:

Much of today's advertising is geared to the younger population because of their spending practices. As a group, adolescents spend more money on products than any other group. Furthermore, adolescents are much more swayed by effective advertising because of their naivety and their quest for an identity. Beer and cigarette commercials are obviously affecting their choices, but almost any ad in a magazine can and does affect an adolescent's behavior. For instance, ads that portray slender models to sell a product influence girls who are looking for role models and may feel this is the way a "woman" should look. To get to this unreachable point, many girls will starve themselves (anorexia) or vomit (bulimia) to look thin. Moreover, sexually implicit ads condone and show adolescents how "adults" should behave. Boys are also influenced by male role models who are macho, dominant, sometimes abusive, and who resolve conflict through violence. Advertising uses these powerful messages in most areas because it is a proven means to sell a product.

CLASS ARRANGEMENT:

Classroom with large tables.

INSTRUCTIONAL STRATEGIES:

1. Discuss how media affects us not only in buying practices but in how we perceive ourselves and how we should be.
2. Have students pick a subject to study, e.g., bulimia, anorexia, self-esteem, sex, drug use including alcohol and tobacco, nutritional habits, etc.
3. Using their topic, students should sort through the magazines and cut out ads that show what the ad is influencing, not exactly what it proposes to sell.
4. Using the cut out ads, students can make a collage based on the topic.
5. When finished, have each person talk about their collage and why they chose a particular topic.

EVALUATION/MODIFICATION:

This exercise can be expanded school-wide by having different classes focus their projects extensively in a particular area. Hang the projects throughout the hallways for other students to view. It is important to have a brief explanation with each project, talking about the influences of advertising. This project could easily be done at home if space is not available in the classroom. You might want to put some restrictions on the assignment regarding the types of ads. Some advertising in magazines can be very risqué, and these might violate school district policies.

RESOURCES:

Winick, C. (1973). Sex in Advertising. In R. J. Glessing and W. P. White (Eds.), Mass Media: The Invisible Environment. Chicago, IL: Science Research Associates.

Grade

10

LEVEL:
SECONDARY

DEALING WITH STRESS

OBJECTIVE:

To teach students ways to deal with the stress in their lives.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

INFORMATION:

Everyone experiences stress in their lives. Some stress is a necessary component for living. For example, exercise is a physical stress placed on the musculature and the cardiovascular segments of the body. The body adapts to this stress by getting stronger. The same can be said about how we deal with emotional stress. If we did not have stress in our lives, then we would not know how to adapt to and control stress when it does arrive. A stressful event can become dangerous to us emotionally and physically. The more we handle stress effectively, the less stress will affect us. It is important to note that it is not the stressful event that is harmful, but how we perceive and handle it that is important. When we are feeling stressed, we can take positive steps. Depending on an individual, each activity may or may not be effective. Trial and error is needed until one finds which activity is most effective and the best course of action.

Exercise is the best activity emotionally, mentally, and physically. Talk with someone about what is bothering you. Know your limits—if a problem is beyond your control and cannot be changed at the moment, don't fight the situation. Learn to accept what is, for now, until you can change it. Take care of yourself—get plenty of rest and eat well. Make time for fun.* It's okay to cry. Listen to music. Try cooperation instead of competition—you don't always have to be right. Avoid self-medication (drugs, alcohol, or prescription medicine only mask the symptoms; they do not alleviate the stress!).

* A cautionary note: Most 15 to 16 year olds think they have virtually no stress and all they want to do is have fun. Try to distinguish for them the difference between having fun as a stress reduction technique and not as an excuse for irresponsible behavior.

CLASS ARRANGEMENT:

Classroom or outdoors--weather permitting (laying down in the grass with the sun shining down is stress-relieving).

INSTRUCTIONAL STRATEGIES:

1. Class discussion on events that are stressful for students (parental divorce, a death in the family, relationship break-up, peer pressure, etc.).
2. Discuss above-mentioned stress reduction techniques with the class.
3. Have students spend several weeks on this assignment. When they are feeling stressed or upset, they are to try one of the methods listed.
4. Students should write about their experiences and talk about what worked and what didn't.

EVALUATION/MODIFICATION:

This assignment can be administered schoolwide by having students design posters on ways to alleviate stress and then hang them in the school hallways.

RESOURCE:

Check with your school counselor for any literature on stress.

COOPERATION VS. COMPETITION

OBJECTIVE:

To understand the positive aspects of cooperation versus the negative effects of competition in relationships with other people.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom with desks and chairs pushed to the edge of the room.

INFORMATION:

Successful relationships are like successful athletic teams; those who work together to reach a common goal win more often than lose. Those teams with members who have their own agendas like being the highest scorer or being the center of attention are teams that are going to have a more difficult time in winning. Relationships are predicated by the same dynamics. Two people who are striving for the same goal (having a good, lasting relationship) will have more meaningful relationships than those who go into a relationship for selfish reasons.

CLASS ARRANGEMENT:

Large group.

INSTRUCTIONAL STRATEGIES:

1. Lap Sit. Have the class stand in a circle with students facing the same direction, two to three inches apart. At your direction have them all sit down at once (each person will sit down on the lap of the person behind them). It is usually best to count to three and have them all sit down on three.

2. Group Stand. Have class pair up and sit on the floor back to back with each other.* Have them interlock arms at the elbows. At the count of three have the pairs come to a standing position without letting go of each other (the secret is to lean against each other's back and to stand up). After everyone is successful at standing, have the class do it in groups of three, then four, then five, then the whole class. They will have to figure out which is the best way for the entire class to interlock arms and to stand up all at once as an entire group.

* This activity may be somewhat uncomfortable for a girl who is wearing a dress. It is best to announce the day before to not wear dresses to class.

3. Human knot. Divide class into groups of eight to 12 people. Have them stand in a circle (same procedure as in the "lap sit" exercise). In this exercise the students may need to move closer to the center of the circle. Have them raise their inner hand (the one towards the center of the circle). Then, have them grab someone else's hand that is not directly in front or back of them. After everyone has grabbed a hand, have them hold their other hand up in the air and do the same thing. The object is to untie the "knot" without releasing their grips from each other. Caution them about forcing a limb to go a way it is not anatomically meant to go. The solution is to come out into one or two joined circles (the teacher may provide "knot first aid" by removing a grip temporarily to make an impossible situation possible--usually once is enough).
4. After the activities are completed, the students should sit down and discuss the group dynamics. Were there group leaders? What is the difference between group leaders and followers? What if everyone were leaders--or followers? Did everyone participate? What happened when everyone did not participate? Did anyone compete and, if they did, was it effective for the group? What does this have to do with relationships?

EVALUATION/MODIFICATION:

This is a good activity to do outside, not only to teach cooperation but as a stress reduction method. Time may allow for doing only two activities per class period. If this is the case, always do the human knot on a separate day after the "lap sit" and "group stand" exercises.

Grade

10

LEVEL:
SECONDARY

VALUE CLARIFICATION

OBJECTIVE:

To understand the process necessary to clarify and prioritize values.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Chalkboard.

INFORMATION:

Everyone has different value orientations. Values come from religious teachings passed down from preceding generations, from peer groups, and from societal norms. Many times, adolescents are trying to clarify their values, and are confused by contradictory orientations between peers and parents. Although many teenagers may not admit it, most have the same values as their parents.

INSTRUCTIONAL STRATEGIES:

Read the following scenario to the class: A ship in the middle of the Pacific Ocean sinks, and it has only one life raft. The life raft has supplies and room for only six people; there are nine people on the sinking boat. Only six can be on the raft—one more person and the life raft will also sink and everyone dies. Who do you think should be on the life raft? The people to choose from are a prostitute who is pregnant, a priest, a multimillionaire, your cousin, a 10-year-old boy with cancer, an elderly physician, a star athlete (have the students imagine who their favorite athlete is), a fisherman, and a mother with six children (the children are at home with their father).

The students should discuss their choices. Try to get a class consensus (that probably will not happen). Have them put the people in order of importance and why. Why did they choose who they did? What values were involved in the choices? Were some values considered more important than other values? Why are there differences? What if the cousin were a stepbrother or stepsister or biological brother or sister? What if the 10 year old was a child prodigy?

EVALUATION/MODIFICATION:

You may use other characters in the story, and you can have the students themselves be one of the possible choices. Would they sacrifice themselves for someone else? What if the millionaire offered them a million dollars to choose him/her? (Does gender make a difference in choices?) Some students may not participate because they can't choose one person over the other because all life is sacred. This is also a good discussion area.

I Am My Family

OBJECTIVE:

To realize how families affect one's self-esteem.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom with desks and chairs moved away from center of room.

EQUIPMENT/MATERIALS:

Poster board or newsprint, markers.

INFORMATION:

People are influenced by their family's dynamics through more than one generation. An understanding of these dynamics can help a person overcome dysfunctional patterns that exist in their lives which are carried on to their future families. Drawing a three-generation genogram and discussing the intergenerational patterns helps a person see the "whole picture" in the transmission of functional and dysfunctional patterns of communication. In many cases, dysfunctional patterns of communication creates or exacerbates types of mental illnesses.

Directions for drawing a genogram are as follows:

- a. Males are represented by a square, females by a circle.
- b. Males are placed on the left of the relationship, females on the right.
- c. Ages (first names should be optional) are put in each figure.

CLASS ARRANGEMENT:

Class should be positioned so they can all see the genogram.

INSTRUCTIONAL STRATEGIES:

1. Have students draw a three-generation genogram of their family. They should be given approximately one week to gather the information they need.
2. Bring the genogram to class and describe their family.
3. Discuss patterns of communication or any other patterns the student has found. Discuss how these patterns have affected the student. Each student should be given at least 10 to 15 minutes each.

EVALUATION/MODIFICATION:

Because of time constraints, it would be best to ask for a couple of volunteers to present their genogram in class. Caution the class to take this assignment seriously and that no “wisecracks” or negative comments be made during the presentation. The instructor should try to frame everything in a positive light. If the teacher feels uncomfortable about the information a student is giving, consult with the school counselor.

FEELINGS LOG

OBJECTIVES:

To become aware of feelings experienced throughout an average day; to be able to recognize the event or circumstance that triggered feelings.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Paper, binder to store paper, "Some Feelings" handout (see Grade 10 Handout Masters).

INFORMATION:

Feelings dictate how we communicate and interact with other people, as well as how we think of ourselves. If we have difficulty in expressing how we care about a significant other, this may interfere with our relationships. If we are angry about something, then we may take this anger out on someone else. Understanding where our feelings come from and what causes our feelings is the first step in being able to manage difficult emotions. Once we can manage difficult emotions, then our stress levels decrease which makes our physical self healthier.

CLASS ARRANGEMENT:

Classroom.

INSTRUCTIONAL STRATEGIES:

1. Have students write in their personal journal about feelings they experience during a two-week period.
2. Divide a day into six to eight parts. During each section's time period, the students should pause and reflect on what they are feeling. Have students write a description of how they are feeling in their journal.
3. Have students briefly describe the event that triggered the emotion.

4. At the end of each week, have them sum up how their emotions were triggered, what general patterns existed, how their physical condition affected their emotional condition, and if they felt they had any control over their feelings.

EVALUATION/MODIFICATION:

This exercise can be done in journal form or in brief statements. If you choose to grade this exercise, it would be better to glance at the journal to see if it is completed. Reading the journals is not only time consuming, but students may feel threatened by the teacher knowing their true feelings. If you do read the journals, explain this to the class beforehand, and if some entries seem serious, tell them you will consult with the school counselor.

RESOURCES:

Feelings List.

HOW TO HANDLE PEER PRESSURE

OBJECTIVE:

To understand how to deal with peer pressure by teaching younger students about peer pressure.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Materials required depend on the type of presentation; an oral presentation requires no materials but a presentation with visual aids may require an overhead projector, poster board, marking pens, tape, scissors, paints, or any other material to make visual aids, and transportation to a middle school or junior high, if necessary.

INFORMATION:

An adolescent's peer group is a very important factor in the development of the adolescent. This influence can be positive or negative depending on the social skills and self-esteem of the person. Many times young people entering high school get overwhelmed by the onslaught of values, cultures, and images that exist at the high school level. When certain protective measures are discussed by people a little older than middle schoolers (2 to 5 years older), they are more likely to heed the advice of their older counterparts than their teachers' advice.

CLASS ARRANGEMENT:

Arrange for small group discussions.

INSTRUCTIONAL STRATEGIES:

1. Discuss how peer pressure influences a person's behavior.
2. As a class, brainstorm the ways to combat negative peer pressure and to accentuate positive peer pressure.
3. After ideas have been put on the chalkboard, separate the class into small groups.
4. Each group is to design a presentation for an eighth-grade class on how to deal with the unique pressures associated with high school.
5. Set up times with eighth-grade teachers for students to come and give presentations.
6. Students should conduct their presentations to their assigned eighth-grade classes.

EVALUATION/MODIFICATION:

You may want to have dress rehearsals in your class before the actual presentations so you can evaluate the appropriateness of the material. If time allows, a discussion with your class on what they learned would strengthen the teaching objective.

One idea would be to video tape role plays in class, then present the video tape to the younger classes. This could save time, and the tape could be used many times. However, the one-on-one interaction with the younger classes for discussion and answering of questions would be more effective for both groups.

An ideal teaching time would be four class periods. If this is not feasible, then the small group discussion could be done after school hours.

SELECTION OF HOUSING

OBJECTIVE:

To gain information about the decision process of selecting housing in relation to the life cycle.

LIFE SKILL:

To promote personal, family, and community safety as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Board games of Monopoly and Life.

INFORMATION:

As students gain independence through driving, they also gain awareness of, and interest in, living or housing options. They often have an unrealistic perception of the full cost of housing. As homeowners know, it is not just the cost of the rent or the house payment.

This activity will assist students in considering the full cost of housing and options available. Information on the life cycle in relation to housing could be presented and could include founding family stage, expanding family stage, and contracting family stage. The board games may be played to trigger student interest in the topic and illustrate the differences between decisions in housing options.

CLASS ARRANGEMENT:

Large group to small groups.

INSTRUCTIONAL STRATEGIES:

1. Students will be asked to brainstorm the options available in housing today. Small groups should be formed, and each group will draft a report on an option. The report should include the range of costs, a listing of total expenses for occupation of the option, and barriers and benefits of the option. Included in their report could be information on which particular stage of the family might best be suited to which type of housing.

2. A panel discussion of realtors may be utilized to provide local information on the range and price of options available in your community. Options include single family dwelling, condominium, rental apartment, rental duplex, mobile home, etc.
3. Each small group will do a group presentation on their option.
4. In conjunction with a consumer economics class or accounting class, students could be asked to develop a budget to address which form of housing they desire and the level of income they need to occupy the housing option.

EVALUATION/MODIFICATION:

1. Students could play the game of Monopoly to gain insights into the differences in life, e.g., Park Place versus Marvin Gardens.
2. As a warm-up activity, students could work in small groups or write a paragraph describing the housing needs of the following family stages:

single stage
founding family stage
expanding family stage
contracting family stage
3. Scenarios or case studies could be developed by the class. Discussion might focus on which housing option may best fit their needs.

RESOURCE:

For additional exercises see the Colorado Core Curriculum, Life Management developed by the Colorado Community College and Occupational Education System and Colorado State University.

WHO USES SEAT BELTS?

OBJECTIVE:

To gain awareness of how automobile drivers and children interact regarding the use of child restraint seats and seat belts.

LIFE SKILL:

To promote personal, family, and community safety as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom, observation assignment to be completed outside of class.

INFORMATION:

As students become drivers themselves, awareness of seat belt usage is critical. Studies continue to support the need for using seat belts and child restraint seats as does state law, but compliance is low. Usage is also affected by the dynamics of parent child interactions, siblings, and adult interactions. The examples adults provide and the follow-through or the lack of follow-through affect the child's attitude toward compliance. This activity will involve discussion, as well as observation to enhance student awareness of some issues of seat belt usage.

CLASS ARRANGEMENT:

Large group.

INSTRUCTIONAL STRATEGIES:

1. Review the seat belt laws for the state. Perhaps local law enforcement officers could be guest speakers and provide local statistics related to seat belt usage and accidents.
2. Brainstorm reasons or answers for the following questions. (This process could be done in small groups or as a class.)
 - a. Why don't adults use seat belts themselves?
 - b. Why don't adults buckle their infants, ages 0 to 2, into a restraint seat?
 - c. Why don't adults buckle in or see that their children ages 2-18 are buckled in?
 - d. Is there a difference between men and women in compliance?
 - e. What factors are affecting compliance?

3. Ask students to complete an observation at a grocery store parking lot. Watch for 30 minutes, and keep a log of the following questions:
 - a. Did the driver (male or female) wear a seat belt?
 - b. Were the children using safety restraints (car seats or seat belts depending on age and weight of the child)?
 - c. Did the children release themselves or wait for assistance?
 - d. What is the approximate age of the child (infant, young child, school-age child, teen)?
 - e. If the children were reluctant, what type of action did the driver take?
 - f. Summarize your data. What, if any, generalizations can be made? Where and how should we be educating for seat belt use?

EVALUATION/MODIFICATION:

Activity adapted from: Rust, J. C., & Rust, J. O. (1994). Study Guide to Accompany Child Development. Fort Worth, TX: Harcourt Press.

RESOURCES:

- Contact the Division of Traffic Education, at the Office of Public Instruction in Helena for resources.
- Contact the National Child Safety Council, Jackson, MI 49204-1368.

SPECIAL NEEDS STUDENTS

OBJECTIVES:

To gain awareness of the range of special needs present in the high school and the opportunities for interaction.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Posters and handouts regarding disabilities.

INFORMATION:

Having completed their freshman year, perhaps tenth-grade students now have more time and energy to gain more familiarity with the disabled students in their high school. Many students come from smaller elementary and middle schools where there are few special needs children. Students can benefit from information about the disabled students who may be a part of their classes, as well as from information in general regarding the range of disabilities present in the high school. Discussion about the inclusion model can occur.

Students are also at a time of career exploration and can benefit from hearing about careers and the training necessary to work with the special needs population.

INSTRUCTIONAL STRATEGIES:

1. If there are special needs students in your class, ask if they feel comfortable in sharing information regarding their special needs. Students may also be encouraged to share barriers or prejudices they have experienced due to their condition. The goal is to help students develop awareness and sensitivity to the needs of the disabled. Be aware some students may not wish to share this level of personal information and need to be offered the option to pass.

2. Writing assignments may focus on specific conditions or diseases in order to foster greater understanding. Likewise, assignments may focus on identifying barriers that disabled persons often experience and offer suggestions to improving/eliminating the barriers.
3. The director of special education can be a guest speaker and share information regarding the range of disabilities present in the school. He/she could also be asked to share information with students regarding the inclusion model and how students could assist in reaching the goals of the special needs program.

EVALUATION/MODIFICATION:

A panel discussion on careers with the disabled could occur. Speakers could include special education teachers, rehabilitation counselors, physical therapists, and occupational therapists.

RESOURCES:

Contact national organizations and request materials for use in your classroom; examples might include the Juvenile Diabetes Foundation, American Foundation for the Blind, National Hemophilia Foundation, or Office of Special Education Programs.

CAREER AWARENESS

OBJECTIVES:

To gain information and awareness regarding career development and the role of parent involvement in building careers.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

INFORMATION:

Career development is a process that begins early in life through socialization activities in the home and school, and with participation in group activities such as 4-H, scouting, sports, etc. It is in high school, however, that many youth begin part-time jobs and have an interest in the selection of a career. The role of parents in the formation of attitudes toward work and the role of jobs/work in life is critical during this time. Discussion regarding careers often leads to discussions of postsecondary education opportunities.

INSTRUCTIONAL STRATEGIES:

1. Brainstorm careers that students are interested in pursuing, and have students list their perceptions of the training required for the career. In addition, have students list the benefits and limitations of particular careers. Select four to five careers most interesting to students, and recruit speakers to present a panel discussion on these careers. Analysis can occur by having students prepare a paper or through verbal discussion in class regarding the student's perception of the career prior to the panel discussion and after the panel discussion.
2. Have students interview their parent(s) regarding their career interests and path of development. First, have students write a series of questions to pose during the interview. Suggestions include:
 - a. What career were you interested in during high school? How did you find out more about the career?
 - b. What training(s) did you pursue past high school (post secondary education)?
 - c. What guidance did you receive from your high school counselor?
 - d. What guidance did you receive from your parents? Others in the community?
 - e. Do you wish you had done anything differently? If so, what and how?

EVALUATION/MODIFICATION:

The guidance counselor and other faculty may be of assistance in helping implement this lesson plan and suggesting other activities.

The guidance counselor could present a workshop for parents regarding the role of parent involvement in career development and education.

RESOURCES:

Zunker, V. G., (1994). Career Counseling: Applied Concepts of Life Planning. Pacific Grove, CA: Brooks/Cole.

NOTE: The High School handout (see Grade 10 Handout Masters) information from the American School Counselor Association on "Building Your Child's Future Together."

INFANT CRYING

OBJECTIVE:

To describe how the crying of an infant affects a person's life.

LIFE SKILLS:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle; to promote responsible sexual behavior as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

INFORMATION:

Adolescents often have an unrealistic expectation of infants. For example, adolescents may believe that infants sleep peacefully in the arms of their mother or father and resemble baby commercials on television (clean, peaceful, and quiet). Some infants are indeed quiet, but the majority cry, and crying is expected and normal for infants.

Adolescents who engage in sexual intercourse are placing themselves at risk for becoming a teenage parent. At the conclusion of the lesson, students will have gained insight into how infant crying affects their well-being as an adolescent. Discuss the implications of teenage pregnancy on all aspects of the life of a teen. Contact the health department for guest speakers, and ask that local statistics be included in their presentation regarding numbers of teen pregnancies.

INSTRUCTIONAL STRATEGIES:

1. Record 10-15 minutes of the sound of an infant crying. Adjust the tape accordingly so the crying perseveres continuously.
2. Instruct students that you want them to listen to you and write down the material you are reading. As you begin to dictate the material, turn on the tape recording of the sound of the infant crying. As you read aloud, note the reaction of the students. Do not tell the students why you are playing the tape of the crying baby. Dictate for at least five minutes.
3. After the dictation, ask students to discuss the effects of the crying in the background on their ability to concentrate. Possible questions for discussion in small groups or class might include:

- a. Compare your dictation. How did you do listening to the teacher as well as the infant?
- b. What if you had an important event such as a phone call, business meeting, job interview, or were studying for an exam. How might your event be affected?
- c. How did you feel when the crying was occurring? What if you were home all day with an infant by yourself? How would you predict your tolerance level may vary throughout the day?

EVALUATION/MODIFICATION:

Conduct a panel discussion of mothers/couples with infants aged 0 to 6 months old. Ask the panel to discuss the transition to parenthood, including the joys and stressors. Discuss how parenthood was different than expected and how lives or roles changed. Ask the panel if they have any advice to give to the class. Students can complete a writing assignment summarizing their impressions or perceptions of pregnancy and parenthood and note any changes in their perceptions of parenthood after listening to the panel.

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Meeks, L. & Heit, P., Burt, J. (1993) *Education for Sexuality and HIV/AIDS: Curriculum and Teaching Strategies*. TM Blacklick: Meeks Heit Publishing Company, Inc.

IMMIGRATION: PAST AND PRESENT

OBJECTIVES:

To gain awareness of the role of immigration in the past and present, and the effects of multiculturalism today.

LIFE SKILL:

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

INFORMATION:

The history of immigration is central to understanding how we, as a nation, continue to evolve. The promotion of multiculturalism is suddenly of greater interest in curriculum development. At the same time, the nation is struggling to cope with widespread prejudice and violence against certain ethnic, racial, and cultural groups. Some people state we have a lack of understanding of one another; some scholars believe we need to more fully understand where we have come from to understand where we are headed as a society.

INSTRUCTIONAL STRATEGIES:

1. The history of immigration can be obtained from social studies or history texts. Reading of additional books, such as Meet Kirsten, a story recounting the immigration of a Swedish girl in 1840, and Runaway to Freedom, a story of forced immigration darkly parallels the Kirsten tale, is recommended. Also recommended is William Kurlek's book, They Sought a New World (1985).
2. Students can be asked to interview older family members who may have been immigrants or were raised by parents who were immigrants. Focus the interview on why they came to America, how they were treated, and what their expectations were of the new start in America. Students can summarize their findings in a paper or share their findings in panel discussion.

3. Discuss the immigrants of today. Compare the experiences of the two groups--immigrants of the past and of the present. What is the role of prejudice against the immigrants in the past and today? How do community groups and institutions, such as churches, service clubs, and sports teams, relate to the topic?
4. In addition to class discussion as a whole or in small groups, students can write papers summarizing their insights on such topics as:
 - changes in immigration today
 - challenges for immigrants today
 - immigration: past, present, and future
 - immigration policy: where are we headed

EVALUATION/MODIFICATION:

The means by which the society as a whole, and individual communities confront and provide solutions for the issues of immigration, will affect individuals, families, and institutions. Family relations, community organizations, and school boards will be affected by the policies of immigration. How the community and its members cope with changes and needs will affect functioning at many levels.

RESOURCE:

Decisions, Decisions: Immigration. Software program available from Tom Snyder Productions (800) 342-0236.

CPR FOR REAL

OBJECTIVE:

To explore the differences between reality and fantasy in responding to an emergency involving CPR.

LIFE SKILL:

To promote personal, family, and community safety as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom or simulations in other rooms or parts of the high school campus.

INFORMATION:

The television program "Rescue 911" is very popular, especially with teens. It is common for teens to believe that they are invincible to risks that are present. Often times you will hear them say, "It won't happen to me." Watching a television program and responding to a real life situation are two different occurrences. The lessons presented here are to assist students in becoming aware of "real" versus "pretend or fantasy" when an emergency occurs.

INSTRUCTIONAL STRATEGIES:

1. Learning the skill of CPR is an excellent idea for all family members, especially in Montana with its geographic remoteness and isolation. Poll the class to determine who has undergone CPR training, perhaps through 4-H or scouts. Ask the class if any of them have used CPR in an emergency situation.
2. An option is to coordinate with other school personnel and offer CPR training through classes or after school as an elective.
3. Have students write scenarios with a dilemma where CPR may or may not have to be administered. Instruct the students to be as realistic as possible in the writing of their scenario.
4. After reviewing and perhaps editing the scenarios, select five to seven scenarios for class simulation. Ask for volunteers to stage the event, and have the other class members observe. When the scenario is completed, ask the class to vote "yes" or "no" on whether to begin CPR. A variation could be to break into small groups and discuss which way to vote.

5. End the unit with a review of the seriousness and speed necessary for first aid or a medical emergency, and discuss the range of responses, risks, and benefits of each.

EVALUATION/MODIFICATION:

1. Instructors from the American Red Cross could be speakers to the class.
2. A panel discussion of people who have been assisted through CPR or first aid could be formed.
3. A panel of people who administered CPR or first aid could be formed.

BICYCLE RACING

OBJECTIVE:

To demonstrate group riding techniques and to understand the demands of racing.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area, closed roadway or parking lot (smooth riding surface with no vehicles).

EQUIPMENT/MATERIALS:

Bicycles, helmets, tools (allen wrenches, screwdrivers, socket and wrench metric and standard, 5/16, 1/2 and smaller box end wrenches and adjustable jaw wrench), drinking water for participants.

INFORMATION:

Cycling has benefits you may not be aware of! One-half hour of cycling at a fairly vigorous rate will burn up to 300 calories. If you were to cycle every day at a less vigorous rate you would be able to lose 15 to 20 pounds a year without a change in your eating habits. Cycling is an aerobic exercise which means burning fat not muscle tissue. Cycling increases circulation in the legs as well as your the body, preventing varicose veins. Better circulation means less fatigue and muscle tone with fewer aches.

Cycling, like running, is a very active competitive sport. Many runners who have developed knee problems have turned to cycling which prevents trauma to the knee. The major benefit of cycling is to increase cardiovascular fitness. It enables the heart to become more efficient by increasing the stroke volume of the heart. This allows more oxygenated blood to be pumped out to the tissues of the body with less energy expenditure on your heart.

SKILLS NEEDED:

Ability to ride a bicycle, stopping, scanning, rock dodging, wearing a properly fitted helmet while riding.

TEACHING STRATEGIES:

1. Determine proper fit for bicycles and helmets.
2. Begin practice riding with students side-by-side in groups of three to five on the perimeter of the work area.
3. Move into single file, resume two abreast, pull ahead, drop back while communicating with the other riders.
4. Practice identifying road hazards, pointing down, yelling, and responding. Be alert with much head movement; cover brakes and be ready.
5. Have knowledgeable assistant demonstrate proper racing position and techniques: staying down on the bars in a low-wind-resistance posture, keeping elbows in, feet turning fast, ankle motion ample and easy, knees moving straight, and breathing deeply and regularly. Drive the pedals around the full circle without motion anywhere else.
6. Participants should drink water to prevent dehydration.

EVALUATION/MODIFICATION:

Observe a racing team training. Set up time trials. Practice observing starts and finishes. Class could volunteer to assist in a bicycle race as timers or marshals.

RESOURCES:

Effective Cycling Manual, John Forester, Fifth printing, 1992, The MIT Press.
ISBN 0-262-06088-4 (hard)
ISBN 0-262-56026-7 (paper)

ROAD WARRIORS, Advanced riding techniques for young adults, DiBrito and DiBrito, 11150 Napton Way, Lolo, MT 59847, 406/273-6458.

Contact local bicycle shops for local racing clubs.

Grade

10

HANDOUT
MASTERS

How Active Am I? Handout Master

CALORIE EXPENDITURE RECALL

Activity 3 - The student will compute the number of calories required for basal metabolism and, based upon individual physical activity level, determine the number of calories needed to maintain body weight.

Example: CALORIE EXPENDITURE

Forms of Activity	Estimated K calories/kg/hr at ages 12-18		hours/day		calories/kg	(1 lb = 2.2kg)	Calories Expended
<u>Sleeping</u>	1.1	x	_____	=	_____	x _____	_____
<u>Sitting Quietly</u> (reading, writing, eating, sewing, watching TV, studying, school classes, driving, movies, listening to music)	2.0	x	_____	=	_____	x _____	_____
<u>Light Exercise</u> (dressing, typing, playing piano, cooking, washing, light housework, light manual labor)	2.6	x	_____	=	_____	x _____	_____
<u>Moderate Exercise</u> (bicycling, walking, active housework, gym, baby sitting, - if child is active)	4.2	x	_____	=	_____	x _____	_____
<u>Active Exercise</u> (dancing, skating, jogging, playing ping-pong, horse- back riding)	5.9	x	_____	=	_____	x _____	_____
<u>Very Active Exercise</u> (running, swimming, tennis, basketball, wrestling)	10.3	x	_____	=	_____	x _____	_____

TOTAL CALORIES EXPENDED: _____

TOBACCO: WIN, LOSE OR DRAW

Category Card:

"Withdrawal Symptoms"

Draw clues that will lead your teammates to say the following five terms:

COUGHING
HEADACHE
DRY MOUTH
HUNGRY
NERVOUS

Category Card:

"Secondhand Smoke"

Draw clues that will lead your teammates to say the following five terms:

AIR
DANGER
CHILDREN
INHALE
CHEMICALS

Category Card:

"Smokeless Tobacco"

Draw clues that will lead your teammates to say the following five terms:

SPIT
SNUFF
BASEBALL PLAYERS
MOUTH
CANCER

Category Card:

"Nicotine"

Draw clues that will lead your teammates to say the following five terms:

DRUG
TOBACCO
POISON
"BUZZ"
ADDICTION

LOOK-ALIKE PRODUCTS

Compare “Big League” or other bubble gum in soft foil wrapping with “Red Man” or other chewing tobacco.

- Discuss the size and shape are the same.
- Package closing is the same.
- Texture (softness of pack) is the same.

Compare a package of “Candy Cigarettes” with a pack of “cigarettes.” Example: Pell Mell candy cigarettes with Pall Mall cigarettes.

- Discuss coloring of package.
- Discuss shape and size of package.

Compare a round can of “beef jerky,” or “rolled bubble gum” with a round can of “snuff.”

- Discuss coloring of the can.
- Discuss size and shape.

IDEAS FOR DISCUSSION:

1. If kids get used to having “Look-Alike” products around in their purse or locker, it is much easier to purchase tobacco when they are older.
 2. If we don’t purchase “Look-Alike” products, we will be much less tempted to purchase tobacco when we are older.
-

TOBACCO ADVERTISING DISCUSSION SHEET

Advertisements bombard us constantly and they shape our ideas about many things. Tobacco companies advertise with the assumption that their products can make you cool, macho, sexy, popular, pretty, and masculine. The purpose of this discussion is to increase the student's awareness and understanding of the false messages conveyed to us through advertising.

Following are some ideas students should consider while reviewing the ads:

1. What is being portrayed in the ad?
 2. What are the facial expressions?
 3. Where is the product? How is it being used?
 4. What is in the background? How does this affect the message of the ad?
 5. What is the false message being advertised?
 6. Are there subliminal messages?
 7. What does the large type say and imply?
 8. What types of people are there in the ad?
 9. Who is using the product, and in what way?
 10. Who or what type of people is the message intended for and why?
 11. What colors are used and how does this add or subtract to the effectiveness of the ad?
 12. What type of attention grabber is being used?
 13. What symbols are associated with the brand of the product?
 14. How does this symbol help sell the product?
-

SOME FEELINGS

afraid aggravated amazed ambivalent angry	defeated defensive delighted depressed detached	furious glad glum grateful happy	lukewarm mad mean miserable mixed up	sad sentimental sexy shaky shocked
annoyed anxious apathetic ashamed bashful	devastated disappointed disgusted disturbed ecstatic	harassed helpless high hopeful horrible	mortified neglected nervous numb optimistic	shy sorry strong subdued surprised
bewildered bitchy bitter bored brave darn	edgy elated embarrassed empty enthusiastic envious	hostile humiliated hurried hurt hysterical impatient	paranoid passionate peaceful pessimistic playful pleased	suspicious tender tense terrified tired trapped
cantankerous carefree cheerful cocky cold comfortable	excited exhausted fearful fed up fidgety flattered	impressed inhibited insecure interested intimidated irritable	possessive pressured protective puzzled refreshed regretful	ugly uneasy vulnerable warm weak wonderful
concerned confident confused content crazy	foolish forlorn free friendly frustrated	jealous joyful lazy lonely loving	relieved resentful restless ridiculous romantic	worried

METHODS OF CALCULATING CALORIES

METHOD A

1. Weight in lbs = _____ lbs
2. Weight in kilograms = _____ kg
3. Number of calories needed for: _____ calories
Moderately active = 40
Extremely active = 50

_____ kg x (40) or (50) = _____
calories needed daily

Example: 15-yr.-old girl 120 lbs. (moderately active)
15-yr.-old boy 130 lbs. (moderately active)

Girl

1. 120 lbs.
2. $120 \div 2.2 = 55 \text{ kg}$
3. $55 \times 40 = 2200 \text{ calories}$

Boy

1. 130 lbs.
2. $120 \div 2.2 = 59 \text{ kg}$
3. $59 \times 50 = 2950 \text{ calories}$

METHOD B

Calories per pound per day

Ages in Years	BOYS	GIRLS
10-12	32	29
12-14	24	23
14-18	23	21
18-22	19	19

$$\frac{\text{WEIGHT}}{\text{CALORIES PER LB. (from \#1)}} \times \text{CALORIES PER LB. (from \#2)} = \text{CALORIES PER DAY}$$

Example:

15-year-old girl (ideal 120)

GIRL: 21 cal/lb/day

$$120 \times 21 = 2520 \text{ cal/day}$$

15-year-old boy (ideal 130)

BOY: 23 cal/lb/day

$$130 \times 23 = 2990 \text{ cal/day}$$

ACTIVITY AND CALORIE EXPENDITURE SHEET

Cal	Food	*Rest Recline	*Walk (3 mph)	*Cycle (19.4 mph)	*Swim or Run
90	milk, skim, 8 oz. glass	**69	**18	**11	**8
160	milk, whole, 8 oz. glass	123	40	23	15
102	carbonated, 8 oz. glass	78	20	13	9
150	beer, 12 oz. bottle	116	29	18	13
85	wine, table 3/12 oz. glass	65	21	12	8
68	orange, medium	52	13	8	6
38	peach, medium	29	8	5	3
153	sherbet, 1/2 cup	117	31	19	14
400	strawberry shortcake	308	77	49	36
20	carrot, raw	15	4	3	2
42	peas, green, 1/2 cup	32	8	5	4
70	corn, kernels, 1/2 cup		18	10	6
167	avocado	128	42	24	15
110	bread & butter, 1 slice	85	22	14	10
100	mayonnaise, 1 tbsp.	77	20	13	9
151	doughnut	116	29	18	13
111	cheese, cheddar, 1 oz.	85	28	16	10
350	hamburger	269	67	43	31
314	pork chop, loin	242	60	38	28
106	crab meat, 1/2 cup	81	21	13	10
232	chicken, fried, 1/2 breast	178	58	33	21
77	egg, boiled	59	15	9	7

*Activity experienced to burn off calories.

**Number of minutes of activity necessary to burn off calories of consumed food.

FLEXIBILITY IMPROVEMENT ASSESSMENT

Student: _____

Period: _____

HOW DID I DO?

Flexibility Task	Date/Distance	Date/Distance	Date/Distance
Chin to right knee			
Chin to left knee			
Head up			
Sit and reach			
Flamingo right leg			
Flamingo left leg			

Chin to right thigh
Chin to left thigh

Student sits on floor with legs wide apart. Reach forward with both hands and slide hands down left leg to ankle. Knee must remain extended. Distance is measured from chin to left knee using yardstick. Repeat procedure for right leg.

Head up

Student lays face down on padded surface. Hands are clasped behind their neck. Slowly the student raises their chin and chest off the floor. Distance is measured from chin to floor. NOTE: Student may have their feet anchored to floor by a classmate.

Sit and reach

Student sits on floor with back flat against wall. Feet are placed flat against box under overhang. Arms are raised up to horizontal level keeping back flat against wall. Yardstick zero end is placed at finger tips, then student reaches forward as far as possible with distance measured on yardstick.

Flamingo right leg
Flamingo left leg

Student stands on one leg, grabs right ankle with right hand. Student holds onto chair back or wall with left hand to maintain balance. Student pulls ankle up and behind body, and distance is measured from back of head to heel with yardstick or cloth measuring tape. Repeat procedure for left leg. Maintain balance. Feet flat.

CASE STUDIES

- A. Your uncle has picked you up after the basketball game. As soon as you get into the car, you know he has been drinking. He starts to drive away and barely misses hitting another car parked by the street. What do you do?
 - B. You are leaving a party with your friends. The person whose car you came in has been drinking and seems drunk but gets out the car keys and slides into the driver's seat. You have no other ride home. What do you do?
 - C. You arrive at a party and are surprised to find out that everyone is drinking. You also notice people whispering and then going into the back yard in groups of three or four. Your friends are there, but you don't like what is going on. What do you do?
 - D. You go to a party where you know beer will be served, but you've done that before and have been all right. This time, though, a new group of people are there who have a reputation for starting trouble. One of them gives you a hard look as you come into the house. What do you do?
 - E. You've never used drugs and have promised yourself and your parents that you wouldn't do that. You're with your friends after school, and one of them brings out some pot. You know some of them have used it before. What do you do?
 - F. You're at a small party at your best friend's house with a girl you're really in love with. You feel very turned on and romantic tonight. Other couples at the party have disappeared into the bedrooms. She is coming on to you, but you're not ready to go that far. What do you do?
 - G. You're at a small party at your best friend's house with a guy you're really in love with. You feel very turned on and romantic tonight. Other couples at the party have disappeared into the bedrooms. He is coming on to you, but you're not ready to go that far. What do you do?
 - H. You're on a date with an older guy. He's driving the car and ends up at a dark, quiet spot. He starts coming on to you. What do you do?
 - I. You're on a date with a very popular girl from your school. She's driving the car and ends up at a dark, quiet spot. She starts coming on to you. What do you do?
 - J. You've worn your newest outfit to the party. It's cut a little low in front, and the skirt is short and tight. You know you look great. A very handsome guy you don't know comes over to talk. He stands very close and tells you how sexy you look. One of his friends comes over with a girlfriend, and they invite you to leave the party and go for a ride. What do you do?
 - K. Despite your parents' warnings and your own good intentions, you drank some wine coolers at a party and now you don't feel well. Your parents will be mad, but you have your dad's car. What do you do?
 - L. You went to a party in another town where people have been drinking. Some loudmouth at the party starts to make rude remarks to you. Your friends, who have been drinking, want you to fight with him. What do you do?
 - M. You're at a party with your girlfriend. She really looks beautiful tonight. Her dress shows off her great figure, and all the guys really envy you. One of the biggest, toughest guys in school asks her to dance and hangs around her afterward. You see him make a pass at her, and she looks hurt and scared. What do you do?
-

AN ADAPTATION OF
THE STATION
BY ROBERT J. HASTINGS

Tucked away in our subconscious is an idyllic vision. We see ourselves on a long trip that spans the continent. We are travelling by train. Out the windows we drink in the passing scene of cars on nearby highways, of children waving at a crossing, of cattle grazing on a distant hillside, of smoke pouring from a power plant, of rows upon rows of corn and wheat, of flatlands and valleys, of mountains and rolling hillsides, of city skylines and village halls.

But uppermost in our minds is the final destination. On a certain day at a certain hour, we will pull into the station. Bands will be playing and flags waving. Once we get there so many wonderful dreams will come true, and the pieces of our lives will fit together like a completed jigsaw puzzle. How restlessly we pace the aisles, damning the minutes for loitering--waiting, waiting, waiting for the station.

"When we reach the station, that will be it," we cry. "When I'm 18," "When I graduate from college," "When I buy a new 450SL Mercedes Benz," "When I have paid off the mortgage," "When I get a promotion," "When I reach retirement I shall live happily ever after."

Sooner or later we must realize there is no station, no one place to arrive at once and for all. The true joy of life is the trip. The station is only a dream. It constantly outdistances us.

"Relish the moment" is a good motto. It isn't the burdens of fear that drive men mad, it is the regrets over yesterday and the fears of tomorrow. Regret and fear are twin thieves who rob us of today.

So stop pacing the aisles and counting the miles. Instead, climb more mountains, eat more ice cream, ski more moguls, study more chemistry, go barefoot more often, swim more rivers, watch more sunsets, play with the kids more, enjoy your parents, laugh more, cry less. Life must be lived as we go along. Learn from the past, live in the present, plan for the future. The station will come soon enough.

AFFECTIONATELY YOURS

PERSONAL RESPONSE SHEETS

If I fell in love, I could show that person I really loved them by . . .

Something that would make me believe that a person really loved me. Would be that they . . .

HOW TEENAGERS VIEW NUTRITION

Case Study #1

When Joe was a child, his parents were strict vegetarians. They served many vegetables and soy protein products to him which he did not like very much. He used to complain to them that he wanted to eat the foods his friends ate, like hamburgers and pepperoni pizza. Finally, when he was about ten years old, they decided to change the family's diet and give him freedom to choose what he wanted to eat at meals. Due to the things his parents used to say about nutrition, Joe still thinks nutrition means being forced to eat a food he does not like just because somebody says it is good for you. He refuses to eat most vegetables, hates anything with soy protein in it, and avoids any food which is advertised as nutritious, such as vitamin-enriched cereals.

Case Study #2

Lupe eats many fried foods. Every day, she has two doughnuts for breakfast, potato chips for a snack at midmorning, french fries with a hamburger or fried chicken nuggets for lunch, and an evening meal which often consists of fried fish, meat, or poultry, and deep fried vegetables. Lupe is active in several sports activities at school and is at her "ideal weight," according to the weight charts for teenagers. Her doctor suggested she stop eating fried foods, but she does not think her eating habits are so bad. She feels healthy, so she has decided to continue eating the kinds of foods she likes best--fried foods.

Case Study #3

Chi Yin is the best tennis player in his region of the state. He plays on the high school tennis team and wins most amateur tournaments he enters. Being a good player requires much practice time, and with school and his part-time job, he usually cannot get home for regular meals. In fact, food does not matter to him much, and he frequently eats the same things for lunch and supper every day. He usually orders something quick at a fast-food restaurant at noon and after practice on his way to his evening job. His parents are concerned about his eating habits, but Chi does not think nutrition is very important, just as long as he is not hungry when he is practicing.

Case Study #4

Diana has been wanting to lose 30 pounds for a long time now, so she is eager to try any new weight loss diet she hears about. Her mother usually joins her in the diet and they shop for the foods and prepare them together. They often get tired of the diet after a couple of weeks. The last diet that they went on was one that Diana's best friend had read about in a magazine. It consisted of one week of eating only fruit, a second week of eating only lean meat, followed by three days of fasting. They gave up the diet after only three days. Diana and her mother do not know much about nutrition, so they are not very good at making decisions about whether a diet is healthy for them. The next weight loss they plan to try is called the Eat Thin, Be Thin diet. Three of Diana's friends are on the diet, and they all say they have lost several pounds in the first week of the diet.

Name_____

Date_____

MAKE YOUR MUNCHIES COUNT

Some people are super snackers; they snack all day long. Put yourself in one super snacker's place for a day. Nibbling throughout the day can supply 100 percent of the RDAs, if you plan ahead. How close can you come to meeting your body's nutritional needs without eating any regular meals? Read the situations below and write down your snack choices.

1. You overslept again! Do you grab an orange as you race out the door or a chocolate almond candy bar from the vending machine at school?
 2. It is 10 a.m. and you are in a slump. You feel that you need a pickup between classes. As you walk by the vending machine, do you stop to purchase a package of sunflower seeds or a bag of potato chips?
 3. You are experimenting with snacks in the food lab just before lunch. Do you sample the home-baked bran cereal muffins to the chocolate chip cookies your class has made?
 4. You must squeeze in a quick 10-minute lunch in order to make it to the club meeting on time. You can grab a corn dog, a tuna salad sandwich, raisin-carrot salad, French fries, milk, or a soft drink. Which choices do you make?
 5. At mid-afternoon break, you run by the cafeteria in time to purchase a snack. Only bananas, fruit cocktail, chocolate pudding, cheese and rye wafers, and brownies are left. Which do you choose?
 6. You are finally home. You need a snack to tide you over. A raid of the refrigerator reveals a piece of chocolate pie, a cold drink, a container of yogurt, fresh broccoli, carrots, cauliflower, cottage cheese dip, and a hard-cooked egg. Which do you choose?
 7. You need munchies while watching the Friday night movie. There is a bowl of fresh apples, ice cream, pretzels, and corn chips in the kitchen. Which do you choose?
 8. You are craving a snack before bedtime. The refrigerator reveals leftover chicken, cheesecake, bread, apple juice, and lemonade. What do you choose?
-

YOU WON'T MISS THE SUGAR

Suggestions for Reducing Sugar in the Diet:

- Select pure fruit juices rather than soft drinks or imitation fruit drinks.
- Select fresh fruits for snacks. The sugar content of dried fruits is much higher than that of fresh fruits.
- Read ingredient labels to identify the types of sugars in the product.
- Select sugar-free cereals.
- Try using sweet spices such as allspice, cardamom, cinnamon, cloves, coriander, ginger, and nutmeg to replace some of the sugar.
- Reduce the sugar in foods prepared at home. Start by reducing the sugar gradually until you have decreased it by one-third or more.
- Use home-prepared items instead of commercially prepared ones.
- Learn to use less sugar on cereals.
- Use less sugar in coffee and tea or learn to drink them without sugar.

Nutty Apple Bread

1 cup whole wheat flour
1 cup white flour
1 tsp. cinnamon
2 tsp. baking powder
1/4 tsp. salt
6 tbsp. margarine
1/2 cup sugar
2 eggs beaten
1 cup, large tart apple, coarsely shredded
1/2 cup chopped nuts
1/4 cup skim milk
1/2 cup raisins

Preheat the oven to 375 F.

Combine the flours, baking powder, and salt in a small bowl.

Set aside.

In a large bowl, cream the margarine and the sugar.

Add the beaten eggs and continue to beat until fluffy.

Stir in the apple and 1/4 cup of the nuts.

Add half the flour mixture, stirring well.

Stir in the milk and the remaining flour mixture.

Add the raisins.

Pour into a greased, 9"x5"x3" loaf pan or two 7"x3"x2" pans.

Sprinkle remaining nuts on the top. Bake 35 to 40 minutes or until a toothpick inserted in the center comes out clean.

Cool on a rack and remove from the pan(s).

NOTE: Chopped dates, prunes, or other dried fruit may be substituted for the raisins.

Nutritional analysis of one slice = 30 g carbohydrates; 6 g fat; 3 g protein; 163 calories.

I THINK SHE HAS AN EATING DISORDER! Now What Do I Do?

- Know the warning signs of anorexia nervosa and bulimia nervosa.
- Discuss your concerns with the individual before deciding she does have an eating disorder (*i.e., make sure she just hasn't had a bout of the flu*).
- Discuss your concerns with a resource person available to you such as a doctor, counselling center, guidance department, nurse. Only approach the woman if you feel there is actual evidence of an eating disorder.
- In discussing your concerns with the individual, be compassionate and open and try to do it in an informal manner rather than a structured interview so that she doesn't feel you are talking to her as a "professional," but as a concerned person to whom she can turn.
- In your discussion, convey your concerns about her health and functioning--don't focus on weight loss or body size. Let her know the ways in which you may be able to help her (*by getting literature, the name of a therapist*).
- **Have patience**—expect to be rejected by the woman at first. It's frightening to admit you have a problem that is out of control and the thought of giving up the behavior is even more frightening. Make sure you leave her with the impression that you do think the situation is serious and that you'd like to speak to her again about it.
- Throughout the whole process of detection, referral and recovery, keep the focus on feeling healthy (physically, emotionally, psychologically, relationship-wise) and not on weight.
- Don't make promises you can't keep (*e.g., if there is a policy stating you must report this kind of problem to a particular person or department, or parent, then don't promise you won't report it*).
- Be aware of community resources and what to do in an emergency.
- Know your limits. Do not get over-involved in terms of trying to offer "therapeutic" advice. These are very complicated, dangerous, and often difficult-to-treat disorders that generally require a whole team approach to treatment. You do not want to become a substitute for professional care.

Name_____

Date_____

THE TRUTH OF THE MATTER

Complete the following questions using a magazine or a newspaper article on nutrition, a nutrition-related book, or nutrition or medical journals.

1. What is the author's name?
 2. From what university or institution did the author receive training?
 3. In what subject was his or her training?
 4. With whom is the author associated at the present time?
 5. List the professionals who have endorsed the article or book.
 6. List any names of nutrition experts from whom the author received advice or assistance.
 7. Give examples of the footnotes listing reliable nutrition or medical books.
 8. Is the book on the acceptable list of a professional group such as the American Heart Association or the American Cancer Society?
 9. Does the article make claims to cure medical conditions or is the information consistent with the basic concepts of nutrition and health?
 10. Write a brief synopsis of an article or a portion of a book.
 11. Nutrition articles are included in many newspapers and household magazines. Often there is very little information given about the author of these articles. How can you determine if this information is reliable?
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ERGOGENIC AID EXAMPLES

Definition of Ergogenic Aid: Agent of treatment theoretically designed to improve performance above and beyond the effects of training. Ergogenic aids may enhance the production, efficiency or control of energy or they may delay fatigue.

Bicarbonate Loading:

Muscles that contract vigorously during athletic performance produce lactate. Lactate build-up leads to early fatigue. Ingesting large doses (30 milligrams per kilogram body weight) of sodium bicarbonate (a base) 1 to 2 hours before exercise to counter this lactic acid accumulation generally improves strenuous performance lasting 2 to 10 minutes. Side effects are nausea and diarrhea, often at unpredictable times.

Carbohydrate Loading:

This is a diet very high in complex carbohydrates, about 65-70 percent of total calories, for four or five days prior to an event lasting more than two hours. The latest research indicates that there are no significant benefits from carbohydrate loading. Too little carbohydrates in the diet could negatively affect performance, but adding carbohydrates above a certain level has no detectable effect on performance.

Caffeine:

Drinking 3-4 cups of coffee (4 to 5 milligrams of caffeine per kilogram body weight) or using caffeine suppositories about 1 hour before an endurance competition (lasting more than 2 hours) enhances performance in some, but not all athletes. It is thought that it increases use of fatty acids for muscle fuel, has psychological effects, or enhances glycolysis in muscle. Some athletes experience changes in heart rhythm, nausea, or lightheadedness that can actually impair performance. It is a banned drug in the Olympics and is illegal when a body level exceeds the equivalent of 5-6 cups of coffee.

Protein Packing:

Overloading or eating too much protein food which is unhealthy because many of these foods may also contain high amounts of fats, particularly cholesterol. Overloading on protein can put the kidneys under stress due to large amounts of nitrogen that need to be excreted.

Vitamins:

A few research studies show minor improvement in performance with particular vitamin supplementation; however, an equal number of studies show no benefit. Some athletes believe that if small amounts of vitamins are good, more will be better! In moderate doses, the water soluble vitamins, vitamin C and the B vitamins, are not dangerous. This is because excessive intakes are not stored in the body. An excessive intake above basic need is eliminated in the urine. Fat soluble vitamins, A, D, E, K, can reach toxic levels in the body because intakes above body needs are stored in fat tissue and can build up to high levels. In addition, high-dosage vitamin and mineral supplements can interfere with the normal metabolism of other nutrients and with the therapeutic effects of certain drugs.

Vitamin supplements do not supply more energy. Some vitamins help the body use energy. They work in conjunction with enzymes to convert carbohydrate, fat, protein, and alcohol into energy. Vitamin B₁₅ is thought to increase oxygen uptake. No scientific evidence has been found to support this.

Other Ergogenic Aids:

The following is a list of additional ergogenic aids:

- Quick energy myth substances, i.e., honey, sugar, soft drinks, do not improve speed or strength because it takes the body one to four hours to digest food.
 - Amphetamines are used in sports to mask the feeling of fatigue. Side effects can be dizziness, confusion, and an inhibition of awareness of heat stress.
 - Bee pollen is thought by some to help facilitate recovery during exercise, but several well-controlled studies concluded that it does not enhance physiological responses to exercise or recovery.
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HIGH SCHOOL

DEVELOPMENT TRAITS

- ☐ Develops a sense of self-identity.
- ☐ Begins a more prominent and realistic work/career search.
- ☐ Develops a concern about social issues.
- ☐ Matures sexually with physical and emotional changes.
- ☐ Increases independence.

CAREER NEEDS

- ☐ Understand how individual personality, abilities, and interests relate to career goals.
- ☐ Understand how education relates to college majors, further training, and/or entry into the job market.
- ☐ Demonstrate transferable skills that can apply to a variety of occupations and changing work requirements.
- ☐ Be able to use a wide variety of career information resources.
- ☐ Show responsible decision making.

PARENT INVOLVEMENT

- ☐ Help your child make independent decisions.
- ☐ Encourage exploration of all kinds of postsecondary education opportunities.
- ☐ Involve yourself in your child's future planning.
- ☐ Give certain economic responsibilities.
- ☐ Encourage job awareness.
- ☐ Be flexible as the decision-making process evolves. It takes patience and numerous modifications.

Source: "Building your child's future together." American School Counselor Association.
